The Industrial-Organizational Psychologist

TIP

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THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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COMMENTS

by

Tom Ramsay

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A Message From Your President

Mike Campion

Professional societies operate primarily out of the volunteer efforts of the members. This is fortuitous, because if we had to pay the typical consulting rates of our members, dues would be $10,000 per year! I believe that the proportion of our members who work on committees is larger than most other similar professional societies. Typically, over 300 members do some SIOP service each year. This is not only good for the science and the profession, but it provides networking opportunities which might help your research or business. Consider getting involved, or keeping involved, this year.

Below is a listing of the SIOP committees, their chairs for next year, and a brief comment on their nature and needs.

Awards (Angelo DeNisi): Consider nominating someone for one of SIOP's awards. It costs so little, yet means so much to people. Besides, sometimes they win money, and how can they say no if you ask for a loan?

Committee on Committees (Susan Palmer): If you want to volunteer for SIOP service, then this is the committee to contact. You know you have a bureaucracy when you need a committee by this name.

Continuing Education & Workshop (Sally Hartmann): Did you know that these programs are not just for those who need CE credits? Did you know that they give you $3 shrimp at the cocktail party?

Education & Training (Janet Barnes-Farrell): This committee sponsors such programs as the doctoral consortium and the survey of I-O programs. They are considering the development of I-O videos. Interested in helping? (No singing required.)

Fellowship (Kevin Murphy): Speaking of singing, here's the perfect opportunity to belt out, "Oh, he/she's a jolly good fellow!" Please nominate a deserving SIOP member this year.

Frontiers Series (Shelly Zedeck): Help push back the frontiers of science by writing a book for this series, or push back your own frontiers by reading one.

Long Range Planning (Elaine Pulakos): This committee is elected to be resident troublemakers. Please send them your suggestions and complaints. (Whiners are welcome.)

- *Announcements* — call for proposals, call for papers, fellowship opportunities, upcoming conferences, etc.
- *Paid Advertising* — advertising from consulting firms, book publishers, test vendors, etc.

Who writes for TIP?

- TIP has an editorial board who is principally charged with developing material for each issue. In addition, committee chairs frequently contribute updates which are published in **TIP.**
- Approximately 30-40% of each issue is comprised of unsolicited materials from outside contributors. These usually make up the majority of the feature articles.

What types of submissions are likely to be accepted in TIP?

Articles which are likely to be accepted in **TIP** can be characterized as follows:

- Timely — they address an issue of current concern for many I/O psychologists (e.g., implications of the ADA)
- Well-written — the purpose of the article is stated at the outset; the remainder of the article is well-organized and grammaticially solid
- Short — contributions should be no more than 10 double-spaced pages
- Interesting in presentation or topic — Pure empirical studies are almost never published in **TIP.** Research reviews or theoretical papers may be. Debates, interviews, creative formats, or articles which express a divergent viewpoint will usually be inherently more interesting than research summaries.

What is the process of submitting to TIP?

Two copies of articles and features, as well as a copy on disk, should be sent to the Editor: Michael D. Coovert, Department of Psychology, BEH 339, University of South Florida, 4202 E. Fowler Avenue, Tampa, FL 33620-8200; or sent electronically to: FAX: 813/974-4617; e-mail: coovert@luna.cas.usf.edu. A separate cover letter should contain the author's address and phone number. It is not necessary to have a title page, but the title, author(s)' name(s) and author(s)' affiliation should be at the top of the first page.

Deadlines for submitting are February 15, May 15, August 15, and November 15. Deadlines must be met to be considered for the next issue.

Two copies of position ads and paid advertisements should be sent to the SIOP Administrative Office.

IOTAs

Michael D. Coovert

I am very pleased to be taking over as editor of **TIP.** My first act as editor is to acknowledge the efforts of my predecessor, so please join me in thanking **Kurt Kraiger** for doing such a fine job during his tenure. The entire membership of SIOP appreciates your hard work these past three years.

In addition to maintaining the high editorial standards of **TIP,** my main goal is to help move the society into the electronic age. As such, several efforts will be undertaken to accomplish that goal. First, we are moving toward an all electronic submission format for **TIP.** This will decrease substantially the typesetting costs associated with producing **TIP,** and will allow me to run your work through my spell checker! For those of you submitting an article for possible publication, in addition to providing a hard copy, send along a version on disk from your favorite word processor (Microsoft Word 6.0 if possible). If you wish, you can send it to me via e-mail at: **coovert@luna.cas.usf.edu.** Our new president **Mike Campion** chose this second option for his *A Message from Your President* column. Thanks for providing leadership on this one Mike!

As a second part of this effort, **Phil Craiger** is setting up a **TIP** Homepage on the World Wide Web. The site is now operational and can be reached at: **http://cmit.unomaha.edu/TIP/TIP.html.** You need a web browser such as Mosaic or Netscape to view the images, however, if you just want to see the text you can use a text based browser such as lynx. Phil will be writing a new Department column for **TIP** called *Traveling in CyberSpace*, and each issue will bring practical information on such topics as the Internet and technology in general.

Finally, the new SIOP Administrative Office can also be reached via e-mail. Send your requests to Lee Hakel at: **lhakel@SIOP.bgsu.edu.** The snail-mail address is 745 Haskins Rd, Suite A, P.O. Box 87, Bowling Green, OH, 43402. Lee's phone number is (419) 353-0032, and FAX is (419) 352-2645. Welcome aboard Lee! It will be fun working together again.

I'm really looking forward to serving the society during my tenure as editor. Always feel free to e-mail or call me regarding any ideas and/or comments you might have on making **TIP** a more effective tool.

Other News

A couple of SIOP members have informed me of job changes. **Marvin Dunnette** wrote to say that **Elaine Pulakos** has joined the PDRI office in Washington D.C. as its director. In another move, **Lois Tetrick** is leaving

Wayne State and will be joining the faculty at the University of Houston in the fall. Welcome to the sunny south Lois! As the head of the program committee, Lois also wants everyone to know the deadline for 1995 SIOP submissions is September 28, 1995.

Congratulations to **Gavriel Salvendy** who has been elected an Honorary Fellow of the Ergonomics Society. Gavriel's work has focused on such topics as the nature of psychomotor skills, occupational stress, and human-computer interaction.

Research Expertise Needed

Brett Silverstein (212-650-5700) who is working with Psychologists for Social Responsibility, is looking for experts to provide research design advice for a project examining the changing of traditional-gender work roles. If you are interested, give Brett a call.

From the Practice-What-You-Preach File

Jim Morrison who co-chaired a Psychologists in Disasters program at the 1994 SIOP conference took his own advice and served as a mental health counselor at the Oklahoma bombing site. He reports "the response of mental health professionals and psychologists was tremendous. Volunteer workers and mental health personnel were debriefed at the end of every shift, and rescue workers more often. The team work was effective and outstanding."

Traveling in CyberSpace

TIP on the World Wide Web

J. Philip Craiger
University of Nebraska at Omaha

Greetings from cyberland! Mike Coovert asked me to assist him with moving **TIP** into the 21st Century. With that goal in mind, I have developed a "**TIP** World Wide Web Homepage." For the uninitiated, the World Wide Web is an Internet service that combines text, audio, and graphics in a hypertext format. The **TIP** Homepage contains information about **TIP** and the latest information on conferences, grant resources, SIOP, I/O graduate programs, and a host of other topics. Its purpose is to make available classic as well as the most recent information on various I/O topics.

If you have access to the Internet and the World Wide Web, the Homepage can be accessed at the following URL (note the capital letters!):

http://cmit.unomaha.edu/TIP/TIP.html

In upcoming issues of **TIP** I will discuss the Internet and the World Wide Web; including how to get up-and-running with a "Web browser," how to access a Usenet newsgroup (a valuable feature of the Internet), and how to find and download useful information from Web sites (such as information on grant resources). Consider the **TIP** Homepage a pointer to the on-ramp of the information superhighway.

The **TIP** Homepage will be continually updated, so you can always check it as a source for the most recent I/O information. Mike and I would also appreciate any comments or suggestions you may have about the **TIP** Homepage. You can reach us via e-mail at either of the following addresses: **coovert@luna.cas.usf.edu or pcraiger@unomaha.edu.**

Proposed Revision of SIOP Policy on Licensure: Call for Comments

Paul Sackett, Jay Thomas, Walter Borman, and Mike Campion

Introduction and Background

1. Charge of the Task Force on Licensure

In the fall of 1993 SIOP President Paul Sackett created a SIOP task force on licensure. That task force was chaired by Jay Thomas, Chair of the State Affairs Committee of SIOP. The task members were Bill Howell, Vicki Vandaveer, Gerald Barrett, George Thornton, Greg Gormanous, and Val Markos. His charge to the task force was as follows:

"SIOP has long been concerned about the issue of licensure. I am concerned that the licensure scene is changing as a result of a U.S. 11th Circuit Court decision that views a title law as a restriction of free speech. States are moving from law restricting the use of the title "psychologist" to laws that restrict specific domains of practice to licensed psychologists. SIOP has argued for exemption from licensure for I/O psychologists providing services to organizations, rather than individuals, and has at the same time argued that I/O psychologists who wish to be licensed should not be prevented from obtaining licensure. Our position does not address what a state board should do if it rejects our argument for exemption, nor does it assist a board in evaluating an I/O psychologist who does wish to seek licensure. As more states move to laws restricting practice, and as more include central components of I/O practice in their definition of practice (e.g., testing and assessment for personnel decisions), I become concerned about the viability of our current position on licensure.

Based on discussions with the Long-Range Planning and Executive Committee I am appointing a task force to review the changing licensure scene and to consider possible responses that the Society could make. I would like the Task Force to consider the following questions:

Question 1: Do events since the 1991 decision to retain SIOP's historical position on licensure make the SIOP position less tenable? Untenable?

Question 2: If it were concluded that change is necessary, what should be the direction of the change? That I/O psychologists should be licensed, but by a different model than used for health care? That we continue to support exemption, but will offer aid to boards in setting criteria for evaluating I/O psychologists?

Question 3: Can we offer an approach to evaluating I/O psychologists' candidacy for licensure? Can we do so in a way that is consistent with our

long-standing position that we value flexiblity in graduate training? Can we do so in a way that deals effectively with the fear that cooperation with licensure efforts is the first step toward unwanted accreditation of I/O programs?

Such a system would have to adddress a number of issues:

1. alternatives to the traditional practicum and internship that is part of graduate training in health care areas of psychology,
2. the issue of programs housed outside of psychology departments,
3. the issue of supervised work experience, and
4. a mechanism for documenting I/O competencies. The APA model licensing act states "in areas where no accreditation exists, applicants shall have completed a doctoral program in psychology that meets recognized acceptable professional standards as determined by the board." Can we offer aid in defining "acceptable professional standards?" Without specifying the need for a specific set of courses, can we build a mechanism by which candidates document how their doctoral program or subsequent work have provided knowledge and skill in the core domains of I/O psychology listed in the July 1991 **TIP** statement on Development of Competence in I/O Psychology (p. 49)?

2. The Current SIOP Policy on Licensure

In order to discuss the revision to our licensure policy, we should first present the current policy. The policy has two components.

1. I/O psychologists should not have to be licensed. This position is based on three reasons:
   (a) the activities of I/O psychologists are directed toward organizations, not individuals,
   (b) people are not at risk of psychological damage due to I/O related activities, and
   (c) many tasks performed by I/O psychologists are also performed by nonpsychologists.
2. The second component of the current policy is that an I/O psychologist should be able to become licensed if he/she wishes or needs to be in a given jurisdiction.

3. Current Trends in Licensure

There are several trends in the licensing of psychologists and other professionals which might be considered in setting a licensure policy. The major trend is the conversion from title acts to practice acts. Licensing boards of all types across the country and Canada are checking their laws and asking the legislatures to convert them to clear practice acts in which the practice is regulated as well as the title. The most likely outcome of this movement is that I/O psychologists' activities will be more tightly regulated and the practice of these activities will require a license.

4. Implications for I/O Psychology

As licensing laws are rewritten, the states (and provinces) tend to take one of two approaches. One is to ignore I/O psychology. The recent change in the Nebraska law (1993) is typical of this approach. In that law the supervision requirements were changed so that one year of the supervised experience must be within an APA accredited internship. This effectively eliminates I/O trained candidates from licensure. The second approach is to consciously include I/O psychology writing special provisions for the training and experience of I/O psychologists. This approach has been taken by Georgia, California, and Virginia. If the first approach is taken, the result is that I/O psychologists are prevented from obtaining a license, regardless of how the scope of practice may be defined. If I/O activities are included in the definition of practice, then it may be illegal for I/O psychologists to engage in those activities. If I/O activities are not included in the definition, then there is little impact on the I/O psychologist. However, without a specific exemption in the law, I/O psychologists could be affected in the future. If the second approach is taken, that of explicit recognition of I/O in the law and regulations, it is possible to create conditions amenable to I/O training, experience, and practice. However, it may not be possible in this case for the I/O psychologist to avoid licensure by claiming that the license is not relevant to his or her activities.

The Task Force believes that regardless of which approach is considered "best" for I/O psychology, and there will always be some disagreement on this issue, SIOP and the profession are better served by participating in, rather than avoiding, the decisions which affect I/O practice, particularly in those states which opt to include the specialty.

5. Overview of the Conclusions and Recommendations of the Licensure Task Force

The Task Force concluded that the current position on licensure is not well regarded by regulators, has not proven defensible, that colleagues in other areas of psychology do not understand it, and that it does not benefit many I/O psychologists. The current position is not consistent with the law in many states, where either the title or the practice of "psychologist" is regulated. The Task Force therefore recommended that the policy be changed.

5.1 *Constraints on a new policy.* The Task Force established two constraints on the scope of the new policy:

- A policy endorsing blanket licensure should be avoided. Aspects of practice which reasonably fall under licensure requirements should be identified. Other areas of practice need not be licensed.
- There should be no need to establish additional bureaucracy either within or outside of SIOP to administer licensing requirements or issues for I/O psychologists.

5.2 *Material for the new policy.* It was agreed that any new policy should build on what already exists as much as possible (e.g., education and training guidelines).

5.3 *Mechanisms for influencing the licensing process.* The Task Force identified three mechanisms through which SIOP can most efficiently influence the licensing process. These should not be the only mechanisms — at times an ad hoc procedure may be needed to deal with a specific issue.

- Work through organizations such as ASPPB and APA as much as possible. These organizations already have the attention and trust of the Boards. If SIOP can influence these organizations, then the Boards will tend to follow.
- Rely on local individuals to influence their state's actions with help from SIOP's State Affairs Committee, Officers, and other appropriate resources.
- Develop written materials to assist the local influence process. One suggestion is for SIOP to develop a succinct, to-the-point brochure (perhaps in a question and answer format) explicitly for the use of licensing boards, ASPPB, and other interested parties. The brochure would describe the field, the appropriate training and competencies, the SIOP policy on licensure, and the rationale behind each of these.
- Work with the Education and Training, State Affairs, and Professional Practice Committees to develop a synopsis on the SIOP licensure policy and typical licensing requirements for use by I/O psychology programs and students.

There follows a draft of SIOP's position on licensure. We invite SIOP members' comments and suggestions for revision. Our goal is to receive all input by September 10 so that this information can be reviewed at the Fall Executive Committee meeting. After the meeting, final changes will be made to the position statements and the State Affairs Committee will move forward to use the statement in initiatives with licensing boards, ASPPB, and other parties in order to help and support our colleagues concerned with or involved in licensure issues.

Draft SIOP Policy on Licensure

Preamble

Licensure of the title of "Psychologist" and/or practice of "Psychology" is restricted in many states. Industrial and Organizational Psychologists, as citizens, obey the laws in the states in which they live and work. Concurrently, it is also true that many of the work and research activities of I/O psychologists are not unique to this discipline and do not pose a threat of harm

to the public. In accord with these principles, SIOP has identified areas of practice which it agrees might reasonably be considered licensable. There is a continuing need to work with, and to educate, Boards and other public bodies regarding the profession of I/O psychology. Otherwise, well-intentioned rules appropriate for health care providing psychologists may be adopted which are incompatible with the role, training, and work of the I/O psychologist. SIOP has recommended provisions regarding training and experience for licensing laws and regulations so these situations may be avoided.

Practice Definition

The definition of practice given in the Model Acts of the American Psychological Association (1987) and the Association of State and Provincial Psychology Boards (1992) (these are identical) is consistent with the areas of I/O practice which SIOP believes are licensable. The definition is as follows:

> "Practice of Psychology is defined as the observation, description, evaluation, interpretation, and/or modification of human behavior by the application of psychological principles, methods, or procedures, for the purpose of preventing or eliminating symptomatic, maladaptive, or undesired behavior and or enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavioral health and mental health. The practice of psychology includes, but is not limited to, psychological testing and the evaluation or assessment of personal characteristics, such as intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning; counseling, psychoanalysis, psychotherapy, hypnosis, biofeedback, and behavior analysis and therapy; diagnosis and treatment of mental and emotional disorder or disability, alcoholism and substance abuse, disorders of habit or conduct, as well as psychoeducational evaluation, therapy, remediation, and consultation. Psychological services may be rendered to individuals, families, groups, organizations, institutions and the public. The practice of psychology shall be construed within the meaning of this definition without regard to whether payment is received for services rendered" [certain exemptions are noted, e.g., for teaching and research] (ASPPB, 1992, pp. 4-5).

Education and Training of I/O Psychologists

The regulation of a profession generates the problem of identifying basic qualifications in training for members of the profession. In the past, issues have arisen because laws or regulations were enacted which were inconsistent with the training of an I/O psychologist. SIOP has adopted Guidelines for Education and Training at the Doctoral Level in Industrial and Organizational Psychology (SIOP, 1985). The Guidelines are specified relative to

competencies rather than specific course work, reflecting the diverse paths by which I/O psychologists come into the field. Not every qualified I/O psychologist possesses every competency. Below are listed the competencies that may be considered in advising licensing boards and others as to the areas that are relevant for I/O psychology. The competency categories are based on the Guidelines.

Basic Fields of Psychology (All are required)[1]

1. Biological Bases of Behavior: e.g., Physiological, Comparative, Neuropsychology, Sensation and Perception, Psychopharmacology
2. Cognitive-Affective Bases of Behavior: Learning, Thinking, Motivation, Emotion
3. Social Bases of Behavior: Social, Group Process, Organizational and System Theory
4. Individual Differences: Cognitive Ability, Personality, Human Development, Abnormal Psychology
5. History and Systems: How the discipline of psychology developed and changed into its present configuration
6. Ethical, Legal, and Professional Issues: Knowledge and awareness of relevant principles and guidelines as they relate to psychology

Research Fields (All are required)

1. Research Methods: Methods, procedures, and techniques useful in the conduct of empirical research of phenomena of interest to I/O psychology
2. Statistical Method/Data Analysis: Statistical methods used in the analysis of data generated by empirical research
3. Measurement of Individual Differences: A sound background in both classical and modern measurement theories

Core I/O Fields (All are required)

1. Work Motivation: Conditions within the individual and his or her environment that influence the direction, strength, and persistence of individual behaviors
2. Organizational Theory: An understanding of the complex nature of organizations
3. Understanding Jobs and Job Performance: Job analysis, criterion development, and performance appraisal (i.e., methods of measuring and evaluating individuals as they perform organizational tasks)

[1]The basic fields of psychology listed are identical to those found in the APA and ASPPB Model Acts and most state laws. The task force determined that these include much of the "science" we expect scientist-practitioners to know.

4. Individual Differences in Worksettings: Identification and measurement of job related knowledges, skills, abilities, and other personal characteristics
5. Evaluating Psychological Interventions: Conducting personnel selection research, assessing the effectiveness of training, and evaluating other interventions

Additional I/O Fields (Not all required but expectation is that there is competency in some of these fields)

1. Organizational Development
2. Attitudes
3. Career Development
4. Decision Theory
5. Human Performance/Human Factors
6. Consumer Behavior
7. Small Group Theory and Process
8. Criterion Theory and Development
9. Job and Task Analysis
10. Individual Assessment

The rationale for the list in each of the fields is as follows:

The basic fields of psychology are required for a fundamental orientation to our roots in psychology as a scientific field. The list is generally consistent with the APA task force recommendation and will in our opinion be required by most state boards if we are to be licensed as psychologists.

The research fields are required by the scientific approach we have adhered to in our training model. We are a scientist-practitioner field and our training must reflect these skills.

These core I/O fields reflect the basic beginnings for both the industrial and organizational areas. The list is not intended to be exhaustive but rather it embodies the major themes that have been present in the field of I/O psychology.

The additional fields of I/O psychology are a reflection of two trends. Some of the fields represent areas where I/O psychologists have made major contributions (human factors, career development, etc.), but they are not necessarily very often practiced by I/O psychologists. Other fields represent subsets of the core areas (e.g., criterion development, job and task analysis, etc.). We believe it is unreasonable to require an I/O psychologist to show competence in all of these fields, but the expectation is that individuals should be able to demonstrate competence in at least some fields.

How might a candidate for licensure in the area of I/O psychology demonstrate competence in the basic, research, core, and additional I/O fields? We recommend the following.

1. Competencies can be demonstrated in a number of ways. Many will be demonstrated through formal course work as part of the doctoral program. Others may be acquired through a program of directed study under the guidance of an I/O psychologist in the course of, or subsequent to, the doctoral program. A full and detailed description of the program of directed study should be provided.
2. The applicant for licensure must have a doctoral degree in an institution of higher learning with these characteristics:
   a. The institution awarding the doctoral degree must be accredited by one of the regional accrediting associations or be a recognized candidate for accreditation within three years of the time the degree was conferred.
   b. The doctoral degree must be awarded by a program in which the psychological content is clearly identified as such in official catalogues, written statements by chief administrative officers of the institution, or other descriptive materials. While the program may be located in a unit other than a traditional psychology department (e.g., a college of education or business) and it may have a different official designation (e.g., educational systems or organizational behavior), the psychological nature of its course offerings must be obvious from their titles, course descriptions, or other information (e.g., syllabi, lists of readings, etc.). The most obvious non-psychology department example is the considerable number of business school programs directed by I/O psychologists and possessing curricula substantially similar to those in psychology departments.
   c. The doctoral program in psychology, organizational behavior, management, etc. must be an integrated, organized program as opposed to an accumulation of credits or courses.
3. The applicant should have had supervised experience. The purpose of supervised experience is to help guide the psychologist in ethical practice, in professional conduct with or within client or employing organizations, and to appreciate the impact of situational factors on interventions. These form the foundation for the recommended supervised experience guidelines:
   a. An applicant will document that during the supervised work experience he/she has acquired the competencies to practice applied psychology in a professional, responsible, and ethical manner. Among the competencies which must be demonstrated are knowledge of and application of the following areas as they related to the person's field of expertise:
      - Ethical principles and professional guidelines,

- Relevant state/provincial and federal laws, administrative orders, and legal procedures, and
- The organizational context in which I/O psychologists work.

b. Supervised experience in the practice of psychology must include:

- A written statement of goals of the supervised work experience and specification of the nature of the experiences,
- Time spent in professional psychological activities with or on behalf of a client,
- Supervision provided by a qualified psychologist who is responsible for the program. (The supervising psychologist need not necessarily have the status of organizational supervisor, provided all relationships are made explicit.)
- Professional activities conducted in a setting where a supervisor is available for consultation within a reasonable time (whether or not the supervisor is an employee of the organization),
- Supervision of work experience will include reviewing and commenting on any research or intervention designs, monitoring progress on such efforts, and reviewing and commenting on any reports, and
- Documentation of the supervised work experience in the form of a log, diary, or contemporaneously recorded notes or observations.

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Fellowship Committee

Dick Jeanneret, Chair

This year, the Fellowship Committee recommended, and the Executive Committee approved, six individuals for election as Fellows of the Society. A brief citation descriptive of the outstanding contributions made by each of the new Fellows is set forth below:

Philip Bobko

Most, if not all of you recognize the name Phil Bobko, since he has just recently assumed the editorship of the *Journal of Applied Psychology*. However, his unusual and outstanding contributions have preceded that editorship appointment, and no doubt were very influential in his selection to that position.

Dr. Bobko is recognized in part because of his breadth of research interests that are reflected in almost 50 refereed journal articles. He has made a substantial contribution to our knowledge regarding multivariate analysis, the statistical modeling of estimation problems, and the measurement of utility. His publications on moderated regression analysis of the differential prediction of selection procedures has been extremely influential on researchers investigating subgroup differences in the prediction of performance. He has also made valuable theoretical arguments with respect to the research topics of goal-setting and self-esteem. On the practice side, he served in key advisory roles to the Army's Project A and Synthetic Validity Research program, and he is currently Principal Investigator for the FAA's research program to improve the selection of air traffic controllers.

John Hollenbeck

Dr. Hollenbeck has had an illustrious career since completing his doctoral degree in 1984. His most noteworthy program of research has focused primarily on understanding work motivation and the effects of goal setting on work behavior. He has investigated both the meaning as well as the measurement of goal commitment. On the theoretical side, he has expanded and clarified the way that traditional goal setting behavior operates within accepted motivational models. From an operational perspective, he has developed and validated the accepted measure of goal commitment.

Dr. Hollenbeck has also explored many other domains during his career. Widely cited is his research on team decision-making, synthetic validity, moderated regression, and repeated measures regression analyses. He was the recipient of the Society's Ernest J. McCormick Award for Early Career Contributions to Industrial and Organizational Psychology.

Gary Johns

Dr. Johns is the most widely respected researcher of absenteeism in I/O psychology. He has examined the matter of attendance from both a theoretical and practice perspective. He has demonstrated that absenteeism is related to an organization's social environment, a worker's health, and the work-family interface, and it transcends ethnic/national cultures.

Dr. Johns is also well regarded for his contributions to research methods, and particularly his analysis of the measurement issues and problems associated with the use of difference scores or change scores. His seminal article in *Organizational Behavior and Human Performance* has stimulated numerous studies of how to measure differences or fit between individuals and work setting variables.

As the recipient of the Edwin E. Ghiselli Award for research design and the Academy of Management's New Concept award, Dr. Johns' contributions have been recognized by his peers. Further, his text *Organizational Behavior: Understanding Life at Work* is about to be published in its fourth edition, a strong indication of the value of his writings.

Michael Mount

Dr. Mount is particularly recognized as one of the key scientists studying the relationship between personality constructs and job performance. He has not only documented that such relationships are important, but his experimental designs have afforded the opportunity to understand how certain constructs (particularly conscientiousness) influence work behaviors and attitudes. His research has started to define and clarify the nomological network of personality constructs and their linkages to job performance.

Performance appraisal research is another area of outstanding contribution by Dr. Mount, particularly with respect to subordinate evaluations of their supervisors (i.e., a critical part of the 360° evaluation). His research has had significant impact on the acceptance of subordinate and peer ratings as equal contributors to the traditional, top-down, process of evaluating job performance.

Eduardo Salas

Dr. Salas is often described as one of today's best "behind-the-scenes" sponsors and facilitators of programmatic I/O research. He has been especially interested in and supportive of research regarding the training, functioning, and evaluation of work teams.

Since 1986, Dr. Salas has authored almost 50 publications in refereed journals, and another 75 technical reports. This effort is in addition to writing several book chapters and his extensive participation in professional symposia, panels, and paper sessions. He also serves on the editorial boards of 5 major journals.

In 1994, Dr. Salas was elected as a Fellow of the Society of Applied Experimental and Engineering Psychology, and in that same year he received the Scholarly Achievement Award from the Human Resources Division of the Academy of Management.

James Sharf

Dr. Sharf has been the principal liaison and communication link between industrial and organizational psychology and equal employment opportunity (EEO) legislation and litigation. His efforts have influenced both the research and practice of a large proportion of the Society's membership. At the same time, his communications to those responsible for national policy and legislation regarding EEO matters have made understandable the contributions and research knowledge that our profession has to offer the public and those in the working world who are concerned about matters of diversity.

Dr. Sharf's activities have been most noticeable through his participation in conferences, lectures, workshops, symposia, and other forums that provided him with opportunities to keep our profession informed. He has served on the editorial board of **TIP** for 15 years. Through this and other media, he has been the major interpreter of EEO guidelines and employment discrimination law for all I/O psychologists.

As I leave the Chair of the Fellowship Committee, I would like to extend a personal note of thanks and give special recognition to those colleagues who served on the Fellowship Committee for the last two years:

These individuals have provided the wisdom and guidance needed for identifying and electing to Fellow those Society members who have made valuable outstanding and unusual contributions to our profession.

Virginia Boehm
Arthur Brief
Robert Dipboye
Leaetta Hough
Ed Levine
Bruce Meglino
Stephen Motowidlo
Kevin Murphy
Eugene Stone-Romero
Mary Tenopyr
Paul Thayer
John Wanous

SIOP'S 1995 AWARD RECIPIENTS

Joan P. Brannick
Chair, Awards Committee

The Society's 1995 awards were presented at the Annual Conference in Orlando. The Awards Committee and Executive Committee presented the following awards at the SIOP luncheon on Saturday, May 20.

Best Student Poster at the 1995 SIOP Conference

The award for the Best Student Poster at the 1995 SIOP Conference was presented to **Joann Speer Sorra,** University of Maryland. Her poster was titled, "Technical Updating Revisited: Individual and Environmental Antecedents and Performance Outcomes." Joann received a citation and a cash prize of $100.

Robert J. Wherry Award for the Best Paper at the 1994 I-O/OB Graduate Student Convention

The Robert J. Wherry Award for the Best Paper at the 1994 I-O/OB Graduate Student Convention was presented to **Talya Bauer** from Portland State University and **Lynda Aiman-Smith** from Purdue University. Their paper was entitled, "Green Career Choices: The Influence of Ecological Stance on Recruiting." Talya and Lynda were given a citation and a cash prize of $100.

S. Rains Wallace Dissertation Research Award

The 1995 S. Rains Wallace Dissertation Research Award was given to **Chockalingam Viswesvaran,** Ph.D. in recognition of the best doctoral dissertation in the field of industrial and organizational psychology. Dr. Viswesvaran completed his dissertation, entitled, "Modeling Job Performance: Is There a General Factor?" at the University of Iowa under the direction of **Dr. Frank Schmidt.** Dr. Viswesvaran received a citation and a cash prize of $500. Dr. Viswesvaran has been invited to give a poster presentation on his award winning dissertation at next year's SIOP Conference.

Edwin E. Ghiselli Award for Research Design

The Edwin E. Ghiselli Award for Research Design was withheld this year.

ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

The 1995 Ernest J. McCormick Award for Distinguished Early Career Contributions was given to **Dr. Timothy Judge** in recognition of his contributions to the science of Industrial and Organizational Psychology. Tim Judge is a truly outstanding candidate for the McCormick Early Career Award.

For a young academic, he has achieved the record everyone dreams about. A few facts:

- From a dead start in 1990, he got 24 journal publications in four years.
- More than half of his publications have been in A-class journals. He has published in every one and most of these publications are first-authored.
- He was awarded early promotion and tenure in an ivy-league school (Cornell).

His research has contributed substantially to our knowledge in several major areas, including:

- Job Satisfaction
- Dispositional factors
- Person-organization fit and job choice
- Pay satisfaction
- Absenteeism

Don't take my word. Here are quotes from leading scholars who supported Dr. Judge's nomination for this award:

- "This young scholar has the best age-normed research record I have ever seen."
- "I frankly cannot think of another I/O scholar who has contributed so much so soon."
- Regarding his productivity, "Remarkable is the only word that comes to mind."
- "Dr. Judge's productivity is nothing short of phenomenal."
- "Judge's record is second to none in his cohort group, and is clearly better than most associate professors in I/O or HR."
- Another nominator said "better than most full professors in good universities."
- This person would . . . "raise the esteem of the award."
- "He is clearly headed for the top one percent of his profession."
- "I view him as a super star."
- Finally, from a promotion letter: "Your biggest problem is not tenuring him too early; your problem is how to keep him from being stolen away by higher paying schools."

Note that Tim joins the faculty at the University of Iowa this fall.

Please help me congratulate Tim Judge.

(Nominator: Michael A. Campion)

DISTINGUISHED SERVICE CONTRIBUTIONS AWARD

The Society's 1995 Distinguished Service Award is presented to **Dr. Milton D. Hakel.** All of us have benefited from Milt's long history of sustained service to the Society and more broadly to the profession. Milt has been SIOP's president, APA Council Representative, and chair or member of five committees. It was Milt's **TIP** article that served as the impetus for Division 14 to incorporate as the Society for Industrial and Organizational Psychology.

Milt has also served the Society indirectly as an advocate for industrial-organizational psychology: Treasurer of the American Psychological Society, Trustee for the American Board of Professional Psychology and the Associate for the Advancement of Psychology, and numerous committees and activities for the American Psychological Association.

Milt has made numerous service contributions to the universities and departments in which he has worked, including I-O program area head and department chair. He has been a member of numerous boards and advisory committees, including Chair of the Scientific Advisory Group for Project A and a member of the Boards of Directors of the Center for Creative Leadership and the Human Resources Research Organization. Milt has served the Society by promoting high quality thinking and research as editor of Personnel Psychology and a s a member of five editorial boards. And in his spare time, he has directed over 60 doctoral dissertations and 35 Master's theses.

Milt has achieved many outcomes that have greatly benefited the Society. Most notable are his roles in the formation of the American Psychological Society and his leadership on the Human Capital Initiative project. Without Milt, psychology would not have benefited because these projects would simply not have happened. We are proud to award Milton Hakel the Society's 1995 Distinguished Service Contributions Award. (Nominators: **Bill Balzer** and **Ann Marie Ryan**).

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

Thought his 30-year career with IBM, **Dr. Allen Kraut** has worked to implement the best of new developments in I/O psychology at IBM. Often these IBM efforts were among the earliest and most innovative implementations of new ideas.

Allen has consistently shared the findings of his work with the profession. His 1972 writings presented the IBM experience with assessment centers. The first critical evaluative research on behavioral modeling training is the 1976 set of papers in Personnel Psychology that Allen organized. Allen has been a major contributor to survey work. His 1977 paper "Development of a core attitude survey questionnaire for international use" set the stage for work

comparing attitudes and work values in different countries. Allen's 1989 Academy of Management Executive paper "The role of the manager: What's really important in different management jobs" is widely recognized.

An additional feature of Allen's work at IBM that reflects a tremendous professional contribution is his active involvement in providing internship opportunities for over 80 I/O graduate students.

Finally, Allen's involvement in the activities of the profession must also be acknowledged. He serves on the editorial boards of Human Resource Planning, Personnel Psychology, and SIOP's Frontiers Series. He served as a member of SIOP's executive committee for many years.

Allen's practice is grounded in science, and the results of his research-based practice are communicated to the field and have influenced the field. It is for these reasons that SIOP's Distinguished Professional Contributions Award is presented to Dr. Allen Kraut. (Nominator: **Paul R. Sackett**)

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

Drs. Frank Schmidt and **John Hunter** are responsible for what can truly be called a paradigm shift. Their approach to meta-analysis has fundamentally changed the way I/O psychologists interpret research findings. While their meta-analytic approach was originally applied to personnel selection, under the rubric of validity generalization, it has now been applied to virtually every substantive domain within I/O psychology. When confronted with discrepant findings, researchers today ask questions like "are the differences larger than would be expected due to sampling error, error of measurement, and range restriction?" These now-routine questions would not have been asked 20 years ago.

While their work on meta-analysis has influenced virtually all areas of I/O psychology, they have also made an enormous contribution to the field of personnel selection. First, they played a major role in the debate over test fairness. In key articles in widely read journals they made major strides in clarifying models of bias and fairness. Second, they played a major role in clarifying the issue of differential validity and differential prediction of psychological tests by race. Third, they played an important role in revitalizing utility analysis. While utility models had been in the literature since the late 1940's, applications were virtually nonexistent until they introduced a new method of assessing the critical parameter of the utility mode, namely, the standard deviation of performance in dollars.

For these contributions, the Society's Distinguished Scientific Contribution Award is presented to Drs. Frank Schmidt and John Hunter. (Nominator: Paul R. Sackett)

Thanks to the 1994-1995 SIOP Awards Committee for their many contributions throughout the year:

Marcia M. Andberg
Dianne C. Brown
Peter Carnevale
Charles J. Cranny
Deborah F. Crown
Kenneth P. DeMeuse
Albert S. Glickman
John Hollenbeck
J. Peter Hudson, Jr.
David A. Kravitz
Edwin A. Locke
Beverly E. Nash
Ray Noe
Julie Olson
Deniz S. Ones
Cheri Ostroff
Hannah R. Rothstein
Robert J. Vance
Robert Vecchio
Sandy J. Wayne

SIOP CALENDAR

TIP Deadline for October Issue	August 15, 1995
APA Annual Convention New York, NY	August 11-15, 1995
SIOP Conference (1996) Submission deadline	September 28, 1995
SIOP Annual Conference San Diego, CA	April 25-28, 1996

Office of Personnel Management Updates Guide for Testing Persons with Disabilities

Lorraine D. Eyde

Since 1948, the Federal government has been legally mandated to eliminate discrimination against persons with physical disabilities in employment, including testing. The legal requirements were expanded with the enactment of the Rehabilitation Act of 1973. Specifically, the Act requires that the Federal government make reasonable accommodations to known physical or mental impairments of qualified job applicants or employees unless these accommodations create an undue hardship.

In response to this ground-breaking legislation, OPM's Personnel Research and Development Center (PRDC), in 1980, published a guide for test administrators examining persons with disabilities.

The Rehabilitation Act was amended in 1992 to apply the standards established under Title I of the Americans with Disabilities Act to Federal employment. The Rehabilitation Act requires that all employment decisions, including application procedures, hiring, and advancement, be based on an individual's capacities rather than preconceptions regarding the limitations resulting from the disability.

PDRC has recently updated its guide to testing persons with disabilities, which is designed for use by test administrators and their supervisors who work for the Federal government. This guide also provides useful information for any individual administering written tests for employment purposes. It should be noted that the guide does not address the issue of test development or modification of test content.

The 1994 edition has been expanded to cover the legal implications of the Americans with Disabilities Act for test use and to provide a list of resources and references for further consultation. It provides information on legal requirements for reasonable accommodations and offers detailed guidelines for testing applicants who are deaf or hard of hearing or who have vision or motor impairments. The publication includes a checklist for physical accessibility of test sites and information on effective personal interactions with persons with disabilities.

Should you wish to obtain free copies of this publication, please contact Dr. Lorraine D. Eyde by FAX (202) 606-1399, indicating how many copies you need and providing your mailing address. The reference for this publication is:

Eyde, L. D., Nester, M. A., Heaton, S. M., & Nelson, A. V. (1994). **Guide for Administering Written Employment Examinations to Persons with Disabilities.** PRDC-94-11. Washington, DC: U.S. Office of Personnel Management, Personnel Research and Development Center.

The SIOP Conference Review Process: How it Works

Ann Marie Ryan and Gary Greguras
Bowling Green State University

As happens every year, those on the SIOP Conference Program Committee this past year fielded a lot of questions on how the review process works. Just as in the publication process, people want to know the "secret" to getting papers accepted. The purpose of this article is to provide the membership with more information about how the SIOP Conference review process works and some data from the 1995 program review.

How do reviewers get selected?

The more specific question that is asked is: how did you pick the reviewers for my paper? Reviewers are asked to self-identify content areas they are comfortable reviewing and submitters are asked to self-identify the content area(s) of their submission. Each submission is assigned to three reviewers by matching the content areas and thereafter in a random fashion. Reviewers who feel uncomfortable reviewing a particular submission (e.g., it is written by a close collaborator, they feel they lack the expertise to evaluate the methodology) can notify the Program Chair and return the paper unreviewed. If there is time, the paper may be reassigned to another reviewer.

The one exception to this reviewer assignment process is in the newer category of Practitioner Forums. Because forums are solicited on specific topics and involve both group and individual submissions to be grouped, they must be evaluated in a relative, rather than absolute fashion. For example, if there are 30 submissions on the same topic for a practitioner forum, it is important that these be evaluated by the same individuals who can then decide which would fit together most appropriately. Although there may be many high quality submissions, multiple sessions on the same topic would not be desirable. The process for reviewing forums is still evolving and thus is likely to change with future committees; this year's process involved having two practitioners with broad experience bases review all the submissions in this category.

What is the acceptance rate?

Table 1 provides the acceptance rates and mean ratings for the 1995 Conference. It is important to note that although the overall acceptance rate has been fairly steady for the past three years (52-58%), it is driven by the number of submissions and the amount of space available and thus is likely to fluctuate from year to year. The decision process followed by the 1995 Program Planning Subcommittee was fairly typical. Posters were accepted based on a cutoff for the overall mean rating (above a 3.33 on a 5-point scale).

Note that the cutoff in any given year will depend on the number of poster submissions, and on how the program committee chooses to use the available conference meeting space. Other submissions (with the exception of Practitioner Forums) were also chosen on a rating cutoff basis. For 1995, all non-poster submissions rated 3.5 or higher were accepted. As we still had some space available, the Program Planning Subcommittee then reviewed all of the non-poster submissions with overall mean ratings between 3.0 and 3.5, noting reviewer comments on audience appeal and content overlap with already accepted sessions, to fill in the rest of the available space.

Table 1
Acceptance Rates

Submission Type	N	Acceptance Rate	Mean Overall Rating	SD
Posters	394	54.3%	3.18	.82
Symposia	83	54.2%	3.69	.92
Panel Discussion	17	64.7%	3.87	.93
Roundtable	15	46.7%	3.46	1.25
Practitioner Forum	33	27.3%	2.56	.82
Conversation Hour	4	100%	4.04	.48
Master Tutorial	6	16.6%	3.00	1.22
Other	3	33.3%	3.22	1.07

Overall ratings are made on a 1-5 scale, from 1=definitely reject, 2= probably reject, 3= accept if space available, 4 = probably accept, and 5= definitely accept.
N represents number of submissions in a category.

What are reviewers looking for?

Reviewers are asked to provide ratings on four scales: the importance of the topic (to research and to practice), the quality of the submission, the contribution to research or practice, and an overall rating. The overall rating is highly correlated with the other three (.63-.87). Submissions other than posters are also rated on the synergy of the presenters. For 14.6% of submissions in 1995, the synergy was rated as marginal or unacceptable.

Tables 2 and 3 provide a summary of the top areas of reviewer comments for posters and symposia (the two largest categories of submissions). The tables show the percentage of reviews in which a comment was made indicating that this particular point was either a strength or a weakness of the submission. Also, reviewers commented on panel discussion importance, scope and academic/practitioner mix most frequently. For practitioner forums, most comments focused on clarity/coherence and adequate description of procedures used.

Table 2
Top Reviewer Comments on Posters

Comment	Strength	Weakness
Theoretical/Practical Importance	10.1	2.8
Appropriate Topic	23.5	1.2
Literature Review	10.7	8.2
Adequate Scope/Complexity	3.0	12.5
Hypotheses	3.9	8.2
Clarity/Coherence	11.5	11.5
Appropriate Sample/Setting	9.8	12.0
Operationalization Measures	.4	11.5
Validity Measures	2.3	8.2
Appropriate Design	8.2	6.4
Quality of Procedure	8.4	2.9
Statistics	4.9	15.7
Discussion/Conclusions	5.4	24.6
Quality of Writing	16.6	4.6

Number represent percent of reviews for which this comment was noted as a strength or weakness.

Table 3
Reviewer Comments on Symposia

Comment	Strength	Weakness
Importance	24.3	1.3
Literature Review	1.8	7.5
Adequacy Scope/Complexity	10.2	16.8
Clarity/Coherence	12.8	20.4
Adequate Description Procedure	.4	13.7
Presenters Well Known	7.5	.4
Academic/Practice Mix	6.2	4.9
Broad Appeal	5.3	3.1

How reliable is the review process?

Much has been written about reviewer agreement in reviewing journal manuscripts. For example, Fiske and Fogg (1990) noted that reviewers make unique comments about a paper; rather than overtly disagreeing on points, they write about different things and thus may come to different recommendations. We calculated reviewer agreement matrices for the two largest categories of submissions, posters and symposia. Because different sets of reviewers are assigned to each paper, measures of interrater reliability such as intraclass coefficients cannot be computed. For posters, any pair of reviewers (i.e., Reviewer 1 and 2, 2 and 3, or 1 and 3) showed perfect agreement in overall rating (1-5 scale) in 23.5 to 28.4% of the cases and were

within one rating point on 57 to 67.1% of the reviews. For symposia, agreement rates were higher (33.9 to 36.8% perfect agreement and 71.4 to 75.4% agreement within one point).

Can't one bad reviewer cause a rejection?

Given the cutoffs for this year's submissions (3.33 for posters and 3.5 or higher for other sessions), it is unlikely that a submission would be rejected because of one unfavorable review. To guard against this possibility, this year's Program Planning Subcommittee was asked to provide a quick review of any submissions that fell below our cutoffs that had one discrepant rating or had only two reviews returned. However, as noted above, reviewers do have different perspectives and do disagree: one negative review does not mean that reviewer is any less correct or competent.

Isn't the process biased toward academic researchers?

There are two questions that can be addressed: Do academic and practitioner reviewers differ in how they review submissions? and Do academic and practitioner submitters differ in their likelihood of getting work accepted? (Note that the first question is not relevant to the review of Practitioner Forums). With regard to the first question, there were no significant differences between academic and practitioner reviewers in terms of rates of ultimate acceptance of papers, nor were there mean differences in the ratings of papers on any of the four scales, indicating that academic-based and practice-based reviewers do not appear to differ in how they judge submissions.

The question of acceptance rates by submitter affiliation is a more difficult one to address as most nonposters have a mix of authors. Also, posters are blind reviewed but all other submission categories are not. 78.5% of posters were submitted by solely academic authors with 9.9% having solely practitioner authors and 11.6% having a mix. Out of those posters, 42.7% had a student as the first author, with another 18.8% having a student as a non-first author. Thus, 61.5% of poster submissions had a student author. Of symposia submissions, 23.5% were from all academic presenters (i.e., presenter for purposes of these analyses was the first author on each presentation, chair or discussant) and 15.3% were all practitioner submissions. Overall, symposia had an average of 2.92 practitioner presenters and 4.70 academic presenters. There were no panel discussion submissions that were all practitioner; 17.7% were all academic panels.

An examination of ratings indicated that mixed sets of authors and all practice authors received higher ratings than all academic authors. Except for ratings of topic importance, mixed authors received significantly higher ratings than all practitioner submissions. Acceptance rates differed by type of submitter as well such that mixed author and solely practitioner submissions

were more likely to be accepted. However, there is an obvious confound between type of submitter and type of submission as most submissions are posters, and most of these have academic authors. The differences in ratings and acceptance rates noted above hold for poster submissions. For symposia, all academic submissions had lower acceptance rates than mixed or all practitioner submissions. Thus, the differences in ratings and acceptance rates for submission types is influenced by the large number of poster submissions which have primarily academic (and student) authors.

Isn't the process biased toward accepting certain topics?

The content of submissions drives what is available to be accepted. The content of posters is self classified. The most common areas of identification (using the first category listed by the submitter) for poster submissions were selection (16.6%), job attitudes (8.5%), and groups/teams (5.7%). The contents of symposia submissions were also primarily in selection (13.7%), groups/teams (8.8%), personality (8.8%), training (7.5%) and organizational change and development (7.5%). Given the large number of content categories (over 25), examining acceptance rates by content was not feasible.

Why was I scheduled on Sunday?

Scheduling of sessions is a time consuming and difficult process. It is driven by two primary factors: to prevent people conflicts (i.e., the same person scheduled two places at once) and to prevent content conflicts (two sessions on the same topic at once). The first factor is really the predominant one. Other considerations are room size, room availability, and special equipment needs.

Why did you put Session X, which was Standing Room Only, in such a small room?

Although the Program Planning Subcommittee tries to assign larger rooms to sessions believed to draw a larger audience, the appeal of a session is hard to predict. In many cases all the sessions at a peak time draw large audiences. Because our conferences are such a success, we are often playing to capacity crowds for all sessions.

Should I use the information in this article to increase my chances of acceptance for next year?

Yes and no. Use the reviewer comment areas as checklists to strengthen your submission. Don't attempt to beat the odds by considering categories with higher acceptance rates or higher mean ratings as these numbers will fluctuate from year to year quite substantially. Don't change your affiliation to increase your chances — the content of your submission matters a great deal more. Do become involved as a reviewer to develop yourself and to assist in

producing a high quality program. Do become involved in submitting. A conference program is only as good as what is available to consider.

References

Fiske, D.W. & Fogg, L. (1990). But the reviewers are making different criticisms of my paper! *American Psychologist, 45*, 591-598.

Interested in Serving on a SIOP Committee?

You can volunteer at any time.
See prior issues of **TIP** for volunteer forms, or contact:

Susan N. Palmer
c/o Administrative Office
SIOP
745 Haskins Road, Suite A
P.O. Box 87
Bowling Green, OH 43402
FAX: 419/352-2645

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Ann Howard, Editor

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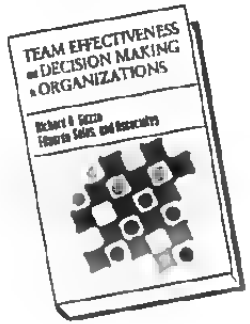

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The Current Status of the Judicial Review of Banding: A Clarification

Gerald V. Barrett and Dennis Doverspike
University of Akron
Winfred Arthur, Jr.
Texas A & M University

In the Industrial/Organizational (I/O) psychology literature, test score banding has been continually misrepresented as having been endorsed by the Supreme Court. Zedeck, Cascio, Goldstein, and Outtz (1994) asserted that the use of banding was "upheld by the Supreme Court" (p. 75). The same interpretation was made by the SIOP Scientific Affairs Committee (1994) and by Cascio, Outtz, Zedeck, and Goldstein (1991). Recently, Murphy (1994) stated concerning banding " . . .these procedures have to date survived strict legal scrutiny up to the level of the Supreme Court (Officers for Justice v. Civil Service Commission, 1992)" (p. 478). Although, to be absolutely literal, Murphy's statement could be taken to mean up to but not including the Supreme Court, it has generally been interpreted to mean including the Supreme Court.

In fact, the Supreme Court has never considered the legal status of banding. Further, other unique features of the Officers for Justice v. Civil Service Commission case confound the interpretation of its meaning. Although some recent articles have recognized limitations in trying to generalize the results of Officers for Justice v. Civil Rights Commission (see for example Hogan & Quigley, 1994; Sackett & Wilk, 1994), we believe that there is still considerable confusion regarding the legal status of banding. The purpose of this note is to reduce this confusion as well as to encourage further debate.

The court case which has caused much of the confusion is Officers for Justice v. Civil Service Commission. In this case, the Federal District Court in San Francisco held that a consent agreement containing banding as part of the process could be used to select safety force members. This decision was appealed to the 9th Circuit Court of Appeals which upheld the lower court's decision (Officers for Justice v. Civil Service Commission, 1992). This decision was then appealed to the Supreme Court.

With a few exceptions, the Supreme Court has the discretion of deciding whether or not an appeal will be heard. A writ of certiorari is used when the Supreme Court exercises this discretion. In this specific case, the writ was denied. By denying the writ, the Supreme Court simply refused to hear the appeal. No other meaning should be attached to the denial of a writ. It certainly does not mean that the Supreme Court endorsed banding nor any other aspect of the lower court's holding (Officers for Justice v. Civil Service

Commission, cert. denied, 113 S.Ct. 1645, March 29, 1993). If the writ of certiorari had been granted, the lower court would have certified the record and sent it up to the Supreme Court for review. This did not occur. Hence, any statement that implies that banding has been endorsed or upheld by the Supreme Court is grossly misleading.

The granting of a writ of certiorari is rare. The Supreme Court only grants about 3-4% of the petitions for certiorari in any one year (Stewart, October, 1994). The reason for denying petitions of certiorari are never given but when writs are granted it is often because there is a split or controversy in the circuit courts concerning an issue. At this point in time, banding has not yet emerged as an issue in other circuits.

It is no more accurate to assert endorsement in the San Francisco case than in the other 6,000 certiorari petitions which were denied by the Supreme Court. There is no legal significance to the denial of a certiorari petition. It would be quite possible in the next term for the Supreme Court to grant a certiorari petition from another circuit that examines the record of denials that test banding is simply another form of race norming.

The "banding" concept ordered by the District Court (Officers for Justice v. Civil Service Commission of the City & County of San Francisco, 1991) was more complex than what has been portrayed in the professional literature (Cascio et al., 1991; Murphy, 1994; Sackett & Roth, 1991; Scientific Affairs Committee, 1994; Zedeck et al, 1994). First, as a result of the consent decree, the first 90 (out of 115) police sergeants were selected in rank order. Second, a panel of three persons (and two alternates), appointed by the Police Chief, made recommendations to the Police Chief who then made the final decision for the remaining slots. The panel was instructed to select candidates from each sliding band based on the following:

1. Professional conduct (e.g., good conduct, absence of disciplinary actions, and absence of sustained citizen complaints).
2. Job-related performance and achievement.
3. Job-related education, training, experience, and career development.
4. The Department's affirmative action goals.

In addition, each candidate has the option of making an oral presentation to the panel and answering their questions. "The purpose of the presentation was to give officers the opportunity to show themselves in their best light, describe relevant experience or activities that may not appear in their personnel records, and discuss their skills" (Officers for Justice v. Civil Service Commission, 1991, p. 37). Thus, as discussed by Sackett and Wilk (1994), the process implemented in the San Francisco case was quite different from the "banding" procedures that have been discussed in the professional literature.

Furthermore, it cannot be stressed too strongly that the 9th Circuit (i.e., the San Francisco case discussed above) accepted the use of banding only within the context of accepting the consent decree. Specifically, the court declared

that "the City's revised proposal to use banding in the selection of sergeant and assistant inspector is lawful under the Consent Decree entered in this action, Title VII of the Civil Rights Act of 1964 . . ." (p. 1). Furthermore, the city sought to "determine whether banding is a lawful means of fulfilling its obligations under its police affirmative action plan, which [was] embodied in the consent decree entered in [the] action" (p. 2).

A final issue that needs to be clarified is that the San Francisco case was adjudicated under Title VII of the Civil Rights Act of 1964. Obviously, the current legislation of interest should be Section 106 of the Civil Rights Act of 1991 because it is this law that prohibits the adjustment of test scores on the basis of race, color, religion, sex, or national origin. So although banding in and of itself may not be illegal, the issue is one of what is done after the band has been created. For example, hiring within a band on the basis of past job performance may be legally acceptable. On the other hand, if race is the basis for the selection decision within a band, then this may be illegal because Section 106 of CRA of 1991 prohibits making hiring decisions on the basis of race (or color, religion, sex, or national origin) (Sackett, 107 not 106).

In summary, Murphy (1994) states that banding procedures "have been the focus of sustained debate" (p. 480). We are of the opinion that there has not been sufficient sustained debate on the issue and that further informed discussion is required. We hope this comment moves us in that direction.

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SIOP's APA CONVENTION PROGRAM NEW YORK CITY, AUGUST 11-15, 1995

Lois E. Tetrick, Program Chair

Here is a listing of SIOP's full program at the upcoming APA Convention in New York City. The Convention runs from Friday, August 11, 1995, through Tuesday, August 15, 1995. In addition to the listings below, there are several additional events that SIOP is co-listing or are part of other divisions programs and Science Weekend that will be of interest to you, so be sure to check your official APA Program. My thanks to the members of the APA Program Committee and the APA Convention Office. The program will be outstanding! I look forward to seeing you in New York City.

FRIDAY, AUGUST 11, 1995

9:00-9:50 a.m. Imperial/Julliard: Marriott Marquis

Invited Address: Richard Klimoski, Ph.D., Ohio State University

"Team Mental Models, Teamwork, and Team Performance"

Chair: Neal W. Schmitt, Michigan State University

10:00-10:50 Astor Ballroom: Marriott Marquis

Address by Cheri Ostroff

Distinguished Scientific Early Career Award

11:00-12:50 Imperial/Julliard: Marriott Marquis

Symposium: The Marginalized Worker: Is Everything Old New Again?

Chair: Virginia E. Schein, Dept. of Management, Gettysburg College

Participants:

Virginia E. Schein, Dept. of Management, Gettysburg College. Welfare Mothers: Marginalized, But Motivated

Virginia E. O'Leary, Auburn University. The Hawthorne Effect in Reverse Revisited

Richard W. Beatty, Institute for Management and Labor Relations, Rutgers University. Training the Hard Core Unemployed in 1995

Frank Friedlander, The Fielding Institute. The Marginalized Family

Discussant:

Leonard Goodwin, Greenfield

1:00-2:50 Wilder/Odets: Marriott Marquis

Symposium: Selection of Applicants with Disabilities: A Look at Some New Variables

Chair: Arup Varma, School of Management & Labor Relations, Rutgers University

Participants:

Diana M. Viscarra and Juan I. Sanchez, Florida International University. Effects of Exposure to Applicants with Disabilities on Job Functions

Steven J. Lindner, Stevens Institute of Technology. Do Accommodations Eliminate the Interference of Disability in Measurement of Ability

Robert D. Hatfield, Dept. of Business Management, West Virginia State, and Chun Hui, Hong Kong University of Science & Technology. Predicting Hiring Decisions Concerning Applicants with Disabilities

Arup Varma, School of Management & Labor Relations, Rutgers University, Adrienne Colella, School of Business, Rutgers University and Angelo S. DeNisi, School of Management & Labor Relations, Rutgers University. Selection of Individuals with Disabilities into Work Groups

Discussant:

Richard J. Klimoski, Ohio State University

3:00-3:50 Broadhurst Room: Marriott Marquis

Paper Session: Leadership Attributes and Effectiveness

Chair: Mary Millikin-Davies, Science and Engineering Technology, Tulsa Jr. College

Participants:

Heather E. Roberts and Roseanne J. Foti, Virginia Tech. Variation in Implicit Leadership Theories of Student Leaders and Nonleaders

Philip M. Lewis, Auburn University. An Exploration of Leader Conceptual Capability

Miriam W. Javitch, Allan H. Church, W., William E. Siegal, W. Warner Burke Associates, Inc., Janine Waclawski, and W. Warner Burke, Teachers College, Columbia University. Through the Client's Eyes: Leadership Effectiveness in Professional Service Firms

SATURDAY, AUGUST 12, 1995

9:00-10:50 Kern/Sullivan: Marriott Marquis

Symposium: Occupational Health Psychology: Multidisciplinary Perspectives on Health in the Workplace

Chair: Lois E. Tetrick, Wayne State University

Participants:

Lois E. Tetrick, Wayne State University. Occupational Stress: A Unifying Theme?

Brian Lakey, Wayne State University. Identification, Treatment, and Prevention of Depression at Work

Mark A. Lumley, Wayne State University. Linkages between Heart Disease and the Work Environment

James W. Grosch, Wayne State University. Implications for Rehabilitation and Return to Work following Injury/Illness

Discussant:

Steven L. Sauter, National Institute for Occupational Safety and Health

11:00-11:50 Astor Ballroom: Marriott Marquis

Address by John E. Hunter and Frank Schmidt

Distinguished Scientific Award for Applications of Psychology

1:00-1:50 Booth/Edison: Marriott Marquis

Invited Address: Vicki V. Vandaveer, The Vandaveer Group, Inc. "I/O and Psychology: A Systems Perspective Vision"

Chair: Lois E. Tetrick, Wayne State University

2:00-2:50 **Duffy/Columbia: Marriott Marquis**

Paper Session: Sexual Harassment and Aggression in the Workplace

Chair: Julian Barling, School of Business, Queen's University

Participants:

Cathy A. Hayer, San Jose State University. Sexual Harassment, Sex-Roles, and Ethnic Identification

Inez M. Dekker, School of Business, Queen's University. Personal and Organizational Predictors of Self-Reported Workplace Sexual Harassment

Liane G. Greenberg, and Julian Barling, Queen's University. Predicting Employee Aggression: Roles of Person Behaviours and Workplace Factors

3:00-4:50 Duffy/Columbia: Marriott Marquis

Symposium: Measurement Issues with Teams

Chair: Douglas Johnson, Center for the Study of Work Teams, University of North Texas

Participants:

Eduardo Salas, Janis A. Cannon-Bowers, Joan K. Hall, and Kim A. Smith, Naval Air Warfare Center Training Systems Division. The Development of a Methodology for Measuring Team Performance

Michael B. Hein, Sharon L. Payne, and Steven D. Jones, Middle Tennessee State University. Effectiveness Measurement of a Knowledge Work Team in an Academic Setting

Dawn Root, University of North Texas. Team Design and Maintenance in Performance and Satisfaction in SDWTs

Sue Geberlein and Carol Skube, Personnel Decisions, Inc. A New Team Development Measure: The PROFILOR for Teams

Discussant:

Rodger Ballentine, Center for the Study of Work Teams

6:00-6:50 p.m.

Social Hour

Co-Sponsored with Division 5

SUNDAY, AUGUST 13, 1995

9:00-9:50 Duffy/Columbia: Marriott Marquis

Paper Session: Contextual Effects on Performance Evaluation

Chair: David J. Woehr, Texas A&M

Participants:

Sylvia G. Roch, and David J. Woehr, Texas A&M. The Impact of Ratee Gender and Performance Level on Performance Evaluation

Sandra R. Fiaschetti, and Sebastiano A. Fisicaro, Wayne State University. Pregnancy and Motherhood Biases in Performance Evaluation

Lisa M. Drogosz, and Paul E. Levy, University of Akron. Effects of Appearance, Sex, and Job Type on Performance-Based Evaluations

10:00-11:50 Booth/Edison: Marriott Marquis

Symposium: Meta-Analytic Investigations of Training Effectiveness

Chair: Mark S. Teachout, Armstrong Laboratory, Brooks AFB

Participants:

George M. Alliger, State University of New York - Albany, and Scott I. Tannenbaum, Dept. of Management, University at Albany. Meta-Analysis on the Relationships Among Training Criteria

Winfred Arthur, Jr., Texas A&M University, Winston Bennett, Jr., Armstrong Laboratory, Pamela L. Stanush, and Theresa L. McNelly, Texas A&M. Skill Decay and Retention: A Meta-Analysis

Winston Bennett, Jr., Armstrong Laboratory and Winfred Arthur, Jr., Texas A&M. A Meta-Analytic Review of Factors Influencing Training Effectiveness in Organizations

James E. Driskell, Florida Maxima Corporation and Eduardo Salas, Ph.D., Naval Air Warfare Center Training Systems. A Meta-Analytic Integration of Stress Training Approaches

Discussant:

Kurt Kraiger, University of Colorado - Denver

1:00-2:50 Nassau Suite B: Hilton

Symposium: Cognitive Ability: Job Performance and Testing Science and Policy Issues

Chairs: Richard C. Atkinson, University of California, San Diego
Richard Shavelson, Stanford University

Participants:

Bert F. Green, Jr., The Johns Hopkins University. Assessment of Ability and Prediction of Performance: Evidence from the Military

Robert J. Sternberg, Yale University. Cognitive Ability and Managerial Performance: Beyond IQ

Arthur S. Goldberger, Dept. of Economics, University of Wisconsin. Economic Implications of Cognitive Ability Measures: Heritability, Prediction, and Public Policy

Robert A. Bjork, University of California at Los Angeles. Prediction of Success in Training: Implications for Screening and Selection

Discussants:

Neal W. Schmitt, Michigan State University

Alan M. Lesgold, Learning Research and Development Center, University of Pittsburgh

Brigitte Jordan, Xerox Palo Alto Research Center & Institute for Research on Learning

James L. Outtz, Outtz and Associates

3:00-4:50 Sheraton Exhibition Center

Poster Session I: Industrial Organizational Psychology

Participants:

Erin K. P. Atchley and Lilliam T. Eby Dept. of Management, The University of Tennessee - Knoxville. Workplace Attitudes towards AIDS: Scale Development and Factor Analytic Analysis

Kathleen N. Perkins, James L. Farr, William Starnes and Amy L. Unckless, Pennsylvania State University. Development of Scales to Measure Feedback Seeking at Work

Lisa Maclean Malik, Ruth A. Childs, US Office of Personnel Management, Don Rock, and Kentaro Yamamoto, Educational Testing Service. Measuring Worplace Literacy: Test Linkage Across Measurement and Administration Modes

Frances S. Brogan, Paul D. Usala, and Karen L. Kelly, US Office of Personnel Management. Developing a Taxonomy of Generalized Work Activities

Leslie J. Pollack, and Kathryn Niles-Jolly, US Office of Personnel Management. Developing Automated Selection Procedures for Multiple Occupations

Kenneth S. Shultz, California State University, San Bernardino, and Thung-Rung Lin, Los Angeles Unified School District. Comparison of Competencies for I/O Interns and Personnel Assessment Specialists

Edward L. Levine, and Janet L. Cureton, University of South Florida. Assessment Center Methodology Adapted for Selecting Linemen: Reliability and Validity

Martin Kleinmann, University of Kiel, Germany. A Necessary Requirement for Construct Validity of Assessment Centers

Camille S. DeBell, Texas Tech University and Patricia R. McCarthy, University of Minnesota. Searching for a Model for Screening Interviews: Recruiter Verbal Behavior

Stephen J. Leierer, Louisiana State University, School of Allied Health Professions. A Causal Model of On-Campus Recruiting Interviews

R. B. Stennett, Garnett S. Stokes, Kathryn E. Thompson, and P. Gail Wise, University of Georgia. The Usefulness of Prescreening Biodata Items for Adverse Impact

Lawrence F. Lipson, Eleanor Porter, Olivia D. Butler, and Dell Alston, Northern Assessment Research & Development Center. Some Advantages to Construct Specific Biodata Scales

Debra A. Neuger, Caryn J. Block, Teachers College, Columbia University and Loriann Roberson, Dept. of Management, Arizona State University. Does Employee's Race Influence Challenging Job Assignment? A Laboratory Investigation

Deniz S. Ones, Dept. of Management, University of Houston, Frank L. Schmidt, Dept. of Management & Organizations, University of Iowa, and Chockalingam Viswesvaran, Florida International University. Race Differences on Integrity Tests: Implications for Adverse Impact

Frank L. Schmidt, Dept. of Management & Organizations, University of Iowa, Chockalingam Viswesvaran, Florida International University, and Deniz S. Ones, Dept. of Management, University of Houston. Absenteeism and Productivity: Testing Causal Mechanisms

Bonnie Lee Zambo, Scott L. Fraser, and Chockalingam Viswesvaran, Florida International University. Big Five Versus Specific Factors of Personality in Prediction and Classification

Amy B. Powell, Barbara A. Fritzsche, Psychological Assessment Resources, Inc., and Russell Hoffman, Hoffman Associates. Predicting Customer Service Job Performance with the Five-Factor Model

D. Brent Smith, and Marcus W. Dickson, University of Maryland. Structural Invariance of the "Big 5": Extending Schmit and Ryan

5:00-6:50

Social Hour

Co-Sponsored with Division 19

MONDAY, AUGUST 14, 1995

9:00-9:50 Booth/Edison: Marriott Marquis

Paper Session: Work and Family Issues

Chair: Kenneth S. Shultz, California State University, San Bernardino

Participants:

Christina G. Hepburn, Queen's University. Eldercare Responsibilities, Interrole Conflict and Employee Absence: A Daily Study

Louis C. Buffardi, Jennifer L. Smith, Alison S. O'Brien, and Carol J. Erdwins, George Mason University. Impact of Dependent Care Responsibility and Gender on Work Attitudes

M. Josette R. Durup, University of Manitoba and Michael P. Leiter, Acadia University. The Role of Environmental Resources in Managing Work and Family

10:00-11:50 Chelsea/Hudson: Marriott Marquis

Symposium: Multiple Approaches to Addressing Issues of Diversity in Organizations

Chair: Debra A. Noumair, Columbia University

Participants:

Robert T. Carter, Columbia University. A Classification of Approaches to Diversity Training in Organizations

Caryn T. Block, Columbia University. A Framework for Understanding Whites' Adjustment to Diverse Organizations

Debra A. Noumair, Columbia University. A Developmental Model for Understanding Organizational Resistance to Diversity

Linda C. Powell, Harvard University Graduate School of Education. ...I'm Not Learning Anything: Teaching Diversity as an Organizational Intervention

Discussants:

Clayton P. Alderfer, Rutgers University

Leroy Wells, Jr., Howard University

1:00-1:50 Wilder/Odets: Marriott Marquis

Paper Session: Applications of Computers in Personnel Testing

Chair: Sebastiano A. Fisicaro, Wayne State Univeristy

Participants:

Robert B. Tiegs, Computer Data Systems, Inc., Linda L. Sawin, and James A. Earles, Armstrong Laboratory, Brooks AFB. Response Mode Effects in a Computerized Cognitive Test Battery

Debra R. Comer, Dept. of Management, Hofstra University. An Evaluation of Fitness-for-Duty Testing

Nicole Hibbs and Ronald R. Holden, Queen's University. Incremental Detection of Liars in Personnel Testing Using Response Latencies

2:00-3:50 Sheraton Exhibition Center

Poster Session II: Industrial Organizational Psychology

Participants:

Yitzhak Fried, Dept. of Management, Haim A. Ben-David, Robert B. Tiegs, and Steven W. Billings, Wayne State University. Role Ambiguity and Education as Moderators of Self and Supervisory Rating

Michael R. Murphy, Emporia State University. The Performance Cue Effect, Cognitive Busyness, and Encoding Biases

Kathryn J. Aikin and James L. Farr, Pennsylvania State University. Computer vs. Human Feedback: Feedback Source Effects on Performance Attributions

Asya Pazy, PhD, The Leon Recanati Graduate School of Business Administration, Tel Aviv University. Schemata of Obsolescence and Updating Among Technical Professionals

Stephane Cote and Debbie S. Moskowitz, McGill University. Personality Characteristics and Computer Use of Computer Anxious Individuals

Kethryn J. Kolb and John R. Aiello, Rutgers University. Electronic Performance Monitoring, Locus of Control and Stress

Gordon J. Curphy, Personnel Decisions, Inc. and Dianne L. Nilsen, Center for Creative Leadership. Validity of Self- vs. Observer Ratings of Personality for Predicting Leadership

Angelika D. Reiss, Deniz S. Ones, Dept. of Management, University of Houston, and Chockalingam Viswesvaran, Florida International University. What Do Ethnocentric Attitudes Measure? Relationships with Personality and Cognitive Ability

Chockalingam Viswesvaran, Florida International University, Frank L. Schmidt, Dept. of Management, University of Iowa, and Deniz S. Ones, Dept. of Management, University of Houston. The Role of Leadership and Team Participation in Productivity

Nadeen B. Medvin, Office of Planning & Effectiveness, Miami-Dade Community College, and Scott L. Fraser, Florida International University. Leadership Performance: The Challenge of Assessment Paradigms

Heather E. Roberts and Roseanne J. Foti, Virginia Tech. Investigating the Self-Leadership and Leader Prototypes of Student Leaders

Kelley M. Barrett, The Wharton School of the University of Pennsylvania. An Investigation into the Emotional Nature of Justice

Rebecca M. Malatesta, Robert R. Sinclair, and Lois E. Tetrick, Wayne State University. Do Justice and Leader Behavior Influence Organizational Support or Commitment?

Daria C. Kirby and Audrey J. Murrell, Katz Graduate School of Business, University of Pittsburgh. Examining Women as Contingent Workers: Implications for Collective Bargaining

Lyne M. Marcil and Lois E. Tetrick, Wayne State University. Child Care Problems: The Effects on Coworkers' Productivity

Catherine A. Loughlin and Julian Barling, Queen's University. Is Part-Time Work Related to Work-Related Attitudes and Aspirations?

Rhona H. Flin, Kathryn J. Mearns, Rachael L. Gordon, and Mark J. Fleming, Aberdeen Business School. Risk Perception in British Offshore Workers

Kenneth S. Shultz, Kelly R. Morton, and Joelle R. Weckerle, California State University, San Bernardino. The Influence of Push and Pull Factors on Forced Retirees

Deborah E. Rosen, Elizabeth A. Cooper, and Timothy B. Greenlee, University of Rhode Island. Career Choice and Pay Expectations: What Lies Behind Gender Differences

Allen M. Kamin, Susan E. Houston, Ted R. Axton, and Rosalie J. Hall, University of Akron. Self-Efficacy and Race Car Driver Performance: A Field Investigation

David G. Vequist IV, University of Tulsa and Seth Zimmer, SBC Communications. Analysis of Voluntary Management Resignations in a Telecommunications Company

Barry A. Wright, School of Business, Queen's University, and Caroline Weber, Policy Studies, Queen's University. Downsizing Strategies: The Interactive Effect of Friends and Fairness

TUESDAY, AUGUST 15, 1995

9:00-10:50 Carnegie Room: Marriott Marquis

Symposium: Business Process Re-Engineering and Organizational Change

Chair: Paul J. Cook, SRA Corporation

Participants:

Robert L. Hartford, Anna Marie Valerio, Amy C. Hirsch, and Anthony T. Dalessio, NYNEX Corporation. The Evolution of a Large Scale, Long-Term Process Re-Engineering Effort

Paul J. Cook, Systems Research and Applications Corporation. Business Process Re-Engineering Initiatives Within the Federal Government

Marcey Uday, Prism Performance Systems. Managing the Effects of Change in Today's Ever-Changing Organizations

Judy K. Roomsburg, AlliedSignal, Inc. Communication of Life in the Fast Lane

11:00-11:50 Belasco/Broadhurst: Marriott Marquis

Paper Session: Personality Characteristics and Organizational Behavior

Chair: Susan Reilly, US Office of Personnel Management

Participants:

Kelley M. Barrett, The Wharton School of the University of Pennsylvania and Howard M. Weiss, Purdue University. Negative Affectivity and Positive Affectivity as Moderators in SIP Research

Marie Williams and Juan I. Sanchez, Florida International University. Personality Correlates of Prescribed Versus Extra-Role Pro-Customer Behavior

Alison R. Midili and Louis A. Penner, University of South Florida. Dispositional and Environmental Influences on Organizational Citizenship Behavior

12:00-12:50 Julliard Room: Marriott Marquis

Paper Session: Personal Factors in Leader Effectiveness

Chair: James W. Grosch, Wayne State University

Participants:

Carl B. Watson, The University of Michigan, and Martin M. Chemers, Claremont McKenna College. The Resilience of Confident and Optimistic Leaders

Rhona H. Flin, and Georgina M. Slaven, Aberdeen Business School. Industrial Managers as Emergency Commanders

Juergen F. Deller, Daimler-Benz, and Stefan Jepsen, European Business Ethics Network. Business Ethics and Personnel Development: Research at the Personal Level

North America's Top I/O Psychology Doctoral Programs: *U.S. News and World Report* Revisited

Jamie L. Winter, Mark C. Healy, and Daniel J. Svyantek
University of Akron

During the past two decades, there has been a number of attempts to rank graduate programs in industrial/organizational (I/O) psychology based on their quality (e.g., Howard et al., 1985). Most recently, *U.S. News & World Report* (March, 1995) published an issue devoted to ranking "America's best" graduate schools. This issue contained the results of a survey which rated America's top six I/O programs. The following article will discuss the shortcomings of the methodology used by *U.S. News* to obtain their rankings of I/O psychology programs, present an alternative method to rank I/O psychology doctoral programs, and compare the rankings obtained with the two approaches.

U.S. News obtained their rankings of I/O psychology graduate programs by sending surveys to department heads and directors of graduate studies in schools that had granted five or more doctorates from 1989 to 1993. The surveys contained a list of all the schools which had granted the requisite number of doctorates and asked individuals "...to rate the institutions in their own doctoral discipline on a scale of 1 to 5 based on a school's reputation for scholarship, curriculum and the quality of the faculty and graduate students" (p. 108). The average rating given to each institution was calculated with "5" being the highest rating and "1" being the lowest. "Don't know" responses were not counted when ratings were calculated. These reputational ratings were then used to rank-order the top six I/O psychology programs in America.

There are a number of shortcomings with the above approach. The first is that *U.S. News* obtained a survey response rate for I/O psychology graduate programs of only 34%, which represented the lowest response rate of nine sub-fields of psychology surveyed. While a specific rule regarding acceptable response rates does not exist, it is fair to say the rate achieved by *U.S. News* is relatively low. Fowler (1993) points out that "When data collection procedures produce returns from only a minority of selected samples, the results seldom look similar to the population as a whole; it is hard to make a credible case that such samples are probably representative" (p. 52).

A second problem with the *U.S. News* article pertains to the number of I/O graduate programs that appeared in the final list. Reputational ratings were calculated for the top 27 psychology programs, but these ratings don't mean much if one wishes to consider a particular discipline such as I/O psychology. *U.S. News* only reported the top six I/O psychology programs in the final rankings. The article would have been much more informative if more I/O

psychology programs were listed, especially in light of how few applicants are usually accepted into the top graduate programs in I/O psychology.

The final problem with the *U.S. News* survey pertains to the use of reputational ratings to rank I/O psychology doctoral programs. Although reputational ratings have been used extensively to analyze program quality (Jones et. al., 1982), a problem with this approach is that reputational ratings may be based on dated perceptions of institutions. In other words, the characteristics which contributed to a program's quality may have changed (e.g., key personnel may have taken jobs elsewhere, grant money may have run out, etc.), but the program's reputation may still be unchanged. However, research suggests that important changes in I/O programs related to program quality may take place over short periods of time (Howard et al., 1985). Therefore, reputational ratings suffer from being too outdated to give an accurate picture of where programs currently stand in terms of quality.

A number of objective measures which address some of the problems associated with reputational ratings have been used as alternative methods to assess graduate program quality. The quality of graduate programs in I/O psychology has been assessed based on the number of student presentations given at the Annual Industrial/Organizational Psychology-Organizational Behavior Graduate Student Conference (Surrette, 1989) and the number of faculty that hold positions on the editorial boards of APA journals (Jones & Klimoski, 1991). However the most predominant objective method involves basing ratings on the research productivity of the institution. Specifically, the number of publications in relevant academic journals has been used as a proxy for program quality (Delgado & Howard, 1994; Howard et al., 1985; Howard, Cole & Maxwell, 1987; Levine, 1990). This approach eliminates the biases inherent in reputational ratings by utilizing recent objective data rather than subjective data which may be outdated.

The present paper assesses program quality using research productivity as a criterion. Not only does this approach eliminate the subjective biases inherent in reputational ratings, but it eliminates the problem of low response rates associated with mail surveys since the rankings are based on archival data. Further, the top 50 I/O psychology programs were ranked in order to present a more representative sample of I/O psychology doctoral programs.

Five journals (*Journal of Applied Psychology, Personnel Psychology, Organizational Behavior and Human Decision Processes, Academy of Management Journal*, and *Academy of Management Review*) unanimously chosen by a group of I/O psychologists as journals where I/O psychologists are likely to publish their research findings (c.f., Howard, Maxwell, Berra, & Sternitzke, 1985) were reviewed for the years 1990-1994 to determine the research productivity of North American institutions with doctoral programs in I/O psychology. The criteria for an institution to be ranked in the study was that the school offered a doctoral program in I/O psychology. This information

was verified by referencing the Society for Industrial and Organizational Psychology, Inc. (1992) and American Psychological Association's (1992) publications which list the institutions containing Ph.D. programs in I/O psychology. Further, a five-year time period was chosen so that our results could be more directly comparable to the *U.S. News* results (which were also based on a five-year time period).

Institutional research productivity was computed based on the frequency of authorship of individuals affiliated with a specific college or university. Credit for authorship was assigned based on order of authorship, with single-authored articles providing one point to the author's institution for the journal in which the article was published. Articles with more than one author and/or more than one institution were credited to institutions based on Howard et al.'s (1987) formula:

$$\text{credit} = (1.5^{n-i}) / (\sum_{i=1}^{n} 1.5^{i-1})$$

where n is the total number of authors of the article and i is the particular author's ordinal position in a group of co-authors. For example, in a four-author article, the first author received .42 points, the second author .28 points, the third author .18 points, and the fourth author .12 points. Full credit was given to regular articles; half credit for short notes. For example, in a two-author brief report, the first author received .335 points and the second author .165 points. Credit was not given to institutions when articles were authored by individuals who were not members of psychology departments in order to reduce criterion contamination in the measure of I/O psychology graduate program research productivity. Departmental affiliation of authors was determined by checking bibliographical information presented at the end of some articles, the addresses for requested reprints of the articles, and the American Psychological Association and Academy of Management directories.

Table 1 provides information comparing the ranks of individual institutions based on publications from psychology departments and the reputational ratings published in *U.S. News*. Institutions were not given points for articles published by individuals outside of psychology departments. The total points listed were derived by adding point totals earned in the five targeted journals by the institution's psychology department, and can be found in the column headed "Total points: Psychology." The last column lists the respective ranks earned by the institutions in the *U.S. News* article.

Table 1.

Productivity Ratings of Psychology Ph.D. Graduate Programs in Industrial/Organizational Psychology Oriented Journals, 1990-1994

Institutions	Total points: Psychology	U.S. News Ranking
1. Michigan State U.	22.12	3
2. Pennsylvania State U.	18.24	-
3. U. of Illinois-Champaign	15.59	5
4. Bowling Green State U.	11.23	5
5. Colorado State U.	10.49	-
6. U. of Missouri-St. Louis	9.85	-
7. U. of Minnesota	8.22	1
8. Purdue U.	8.20	-
9. U. of Akron	6.78	-
10. U. of Georgia	6.30	-
11. New York U.	6.12	-
12. Western Ontario U.	6.03	-
13. U. of Maryland	5.60	2
14. Iowa State U.	5.30	-
15. Queen's U.	5.13	-
16. Texas A&M U.	4.87	-
17. Kansas State U.	4.61	-
18. U. of California-Berkeley	4.48	-
19. U. of South Florida	4.38	-
20. Florida International U.	4.00	-
21. Ohio State U.	3.99	4
22. Louisiana State U.	3.98	-
23. State U. of New York-Albany	3.87	-
24. Georgia Institute of Technology	3.75	-
25. U. of Michigan	3.29	-
26. U. of Houston	3.25	-
27. Virginia Poly. Inst. & State U.	3.08	-
28. George Mason U.	2.80	-
29. Rice U.	2.79	-
30. U. of British Columbia	2.77	-
31. Guelph U.	2.34	-
32. U. of Connecticut	2.32	-
33. Wayne State U.	1.79	-
34. Ohio U.	1.77	-
35. C.U.N.Y.-Baruch College	1.72	-
36. Central Michigan U.	1.66	-
37. Tulane U.	1.45	-
38. Wright State U.	1.20	-

39. Northern Illinois U.	1.03	-
40. Cal. School of Pro. Psychology	1.00*	-
40. Carnegie Mellon U.	1.00*	-
40. U. of Tulsa	1.00*	-

Note. * = Tied for 40th spot in the rankings.

Although both rank-ordered lists of doctoral programs in I/O psychology agree on three of the top six programs, there is a relatively large discrepancy regarding the rank of the University of Maryland (11 places) and The Ohio State University (16 places). These differences in rankings of programs may appear insignificant at first glance, but a difference of greater than 10 spots may be very significant to a prospective graduate student applying to programs or a potential employer of I/O psychologists deciding from which schools to recruit. The results suggest that consumers of I/O psychology graduate program rankings should be cognizant of potential biases which underlie the different methods used to construct these ratings as well as the different ways that program quality may be assessed.

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From Both Sides Now
Organizational Downsizing:
What Is the Role of the Practitioner?

by
Allan H. Church

Funny thing about organizations. They change their shape over time, just like people do. Sometimes they are pressured to grow larger in size and scope, and sometimes they are pressured to shrink or contract instead. Unfortunately, from the looks of things in today's external environment, it appears as though we as a nation have become quite familiar with the shrinkage cycle of organizational growth. As James Champy (1995) has recently noted, "The human jetsam of the last five years adds up to 1.4 million executives, managers, and administrative professionals, as against 782,000 from 1981 to 1986" (p.19). In fact, we are so familiar with this trend that is has been given a "technical" name in the business and academic literatures all its own—*downsizing* (feel free to substitute the term *rightsizing* if you feel it connotes a more optimistic approach). This fancy term for layoffs and reductions in force, however, has not been limited to the world of management studies. Downsizing by industry giants has become so widespread that it has been featured (as well as lampooned) in such popular magazines as *Time, Harpers, Newsweek, Smithsonian,* and *Working Mother*. For example, last year I came across a table in the chronicles section of *Time* magazine "Bumstead, you're downsized!" 1994) which presented a euphemistic look at the terminology used in various annual reports to describe corporate downsizing efforts the year before:

Table adapted from: Bumstead, you're downsized! (1994, April), *TIME*, 143(16), p.22.

Company	Annual Report Statement	Translation in Layoffs
Sears	"Our dramatic downsizing certainly attracted a lot of attention over the last 18 months."	50,000
IBM	"Shortly after I [CEO Louis Gerstner] joined the company, I set as my highest priority to right-size the company as quickly as we could."	35,000
Boeing	"Boeing continues to take the steps necessary to adjust to the market downturn."	28,000
Kodak	"The fundamentals show that we are making real progress in reducing our cost base."	12,000
GE	"[Our] plan includes explicit programs that will result in the closing, downsizing and streamlining of certain production, service and administrative facilities worldwide."	10,000

All levity aside, the process of restructuring employees out of their jobs has also become big business of its own in the management consulting world. Many firms are jumping on the bandwagon by establishing their own business process improvement (BPI) and/or reengineering practices. Moreover, though some authors (e.g., Harrington, 1991) recommend gaining employees' trust and commitment during these types of improvement efforts by establishing a no-layoff policy, a common perception of such efforts by many people not integrally involved in the process, as one of our suppliers so aptly put it, is that "The reengineering department is another name for the firing department." While proponents of reengineering and BPI approaches are often quick to emphasize that downsizing is not their primary intent, they do openly acknowledge that workforce reductions are an unfortunate but very real side-effect of such efforts. And, as anyone who has been on the receiving end of one of these types of "change" programs knows, downsizing *can* be an extremely unpleasant experience, both for those who leave and those who remain with the organization.

What does all this mean for I/O, OD and HRD practitioners? As experts and facilitators in the areas of human behavior and organizational change, we have the necessary skills and experience to help make the downsizing process a better one. As psychologists, we have an ethical responsibility to make the whole experience less damaging to all those involved. But how exactly do these skills and this responsibility translate into practice? Is it best to focus our efforts on reestablishing trust, respect and loyalty among those employees who remain after the organization has been downsized? Should we work to establish superior outplacement functions to help those who are leaving? Do we "help" workforce reduction efforts by using psychometrically sound instruments to more accurately screen and/or classify employees into those to keep and those to lose? Or should we take the ethical high ground and make a stand for a totally different method (if downsizing can indeed be called a method) of organizational change? These are some of the issues I was interested in exploring with practitioners. Listed below is the two-part question to which contributors for this issue were asked to respond:

1. *Given that downsizing has become a commonplace experience among contemporary organizations, in what ways and to what ends should I/O, OD and HRD practitioners contribute to this process? Or put another way, what is the preferred role of the I/O, OD or HRD practitioner in an organizational downsizing effort?*
2. *How does this compare with practical experience (i.e., what actually happens)?*

David Noer, Vice President of Training and Education at the Center for Creative Leadership and author of *Healing the Wounds: Overcoming the trauma of layoffs and revitalizing downsized organizations* (Jossey-Bass, 1993), provided these thoughts on the role of practitioners with regard to downsizing:

My comments are an outgrowth of two basic perspectives:

A. We are well into a paradigm shift in regard to the relationships of people to organizations. Like it or not, we are all "temps." Even with the return to profitability, organizations cannot afford to make a commitment to take care of an employee over a forty-year career, and it is a bad bargain for individuals to put all their social and psychological eggs in the organizational basket.

B. Although many of us are painfully aware—both personally and organizationally—of this new reality, we still ground our work and frame our practice in the old paradigm. Much of our frustration is the result of responding to the stress of the new paradigm by working harder on solutions and perspectives that are artifacts of the old paradigm.

My prescription to practitioners is as follows:

1. Move from spending most of your energy helping organizations "take people out" to spending most of your energy dealing with those who remain. This involves facilitating grieving, transition management and, above all, helping both individuals and organizations accommodate the new reality.
2. Help organizational leaders let go of outdated theories and beliefs that equate long term loyalty to motivation and paternalism to enlightened management practice. Help them discover new theories and beliefs systems that equate quality work to customer focus, enlightened self-interest, freedom, and autonomy.
3. Examine our interventions, strategies, normative assumptions, and theories in action to determine if they are relevant to the new reality or if they are grounded in the soil of the old paradigm. If they don't fit, throw them out or revise them. Yesterday's technology will not solve today's problems.
4. Be missionaries of hope. When people break organizational co-dependency by putting their self-esteem into what they do, not necessarily where they work, there is a powerful feeling of energy and spirit. This is reflected, paradoxically, in increased job security and organizational productivity. This is good news, and we need to understand and communicate this positive side of the new reality.
5. Be reflective, not reactive, practitioners. The new paradigm is both frightening and unclear. We all need to tell each other what's happening. Do action research. Write up and publicize your interventions and theories. Make presentations. Spread the word. What works and what doesn't? The new reality demands scribes to help us all move through this change and find meaning in our work.

David's message is primarily one of change—change with respect to our own beliefs and practices about how and why people work in organizations. He points to a new paradigm where we are all temporary members. And implicit in his message is that this new paradigm can be a good thing if we as practitioners work to *make it that way* in our own organizations. Thus, for David, downsizing is a fact of life in the new paradigm, and the best thing practitioners can do is (1) focus on helping those who remain and (2) work to challenge our own and others' assumptions regarding life at work in contemporary organizations.

Wayne Cascio, professor of management and director of international programs at the University of Colorado at Denver and past president of SIOP, took a somewhat more strategic approach to the issue of downsizing. He titled his comments "The Best Defense is a Good Offense":

> Do human resources really matter? To listen to top executives talk, one would think so. "People are our greatest assets" is a refrain that we've all heard for decades. But when we look at what organizations actually do with their human resources, as opposed to what they say about them, one is left with a very different conclusion.
>
> Mergers, reengineering, acquisitions, downsizing, strategic partnerships, Total Quality Management, and joint ventures are only a few of the strategies companies around the world have adopted to enhance their changes of succeeding in an increasingly competitive global marketplace. Indeed, companies continue to search for anything that will give them an edge over their rivals, and that will provide a source of sustained competitive advantage. For many firms that "something" is cost cutting, and included at the top of almost every executive's list is reducing headcount, whether warranted or not. Indeed, "cost cutting" has become a mantra for organizations everywhere. In the United States, more than 7 million permanent layoffs have been announced since 1987.
>
> Cutting costs by cutting people appeals to many executives because there are really only two ways for their companies to become more profitable: Either increase revenues or cut costs. Further, most observed would agree that future costs are more predictable than future revenues. Human resources represent costs, so to become more profitable it seems logical to reduce those costs through decreasing the number of employees. This is a view of employees as "units of production"—costs to be cut, rather than assets to be developed.
>
> In my research, I've found little evidence that I/O psychologists or human resources professionals have weighted in with evidence *at the level of strategic decision making* about the long-term effects of cutting human resources. The prevailing philosophy in many boardrooms seems to be, "What's the irreducible core number of employees we need to operate?" Absent compelling data to the contrary, the debate over how best to cut costs seems to be dominated by short-term financial considerations or by shallow arguments such as "We have to show the shareholders that we're really doing something to cut costs and increase profits," or "Our competition is cutting headcount by 10%. To be competitive we should too."
>
> More often than not, I've observed that I/O psychologists are actively involved in implementing downsizing strategies—redesigning jobs, selection systems, reward systems, training and performance appraisal programs, outplacement programs, and programs designed to help survivors cope with a changing psychological contract.
>
> These activities certainly are important, and necessary, in a downsizing environment. Nevertheless, I believe that we can and should do more to change the dominant philosophy to one of "How can we use the people we currently have more effectively?" We should begin by educating senior management about the economic and employee-related benefits associated with progressive human resource management practices. Our cumulative base of knowledge in this area is substantial, and we should not hesitate to make use of it. Here are some places to start: using valid staffing procedures, implementing organizational cultures that emphasize team orientation and respect for people, involving employees in decision making, linking compensation to firm or worker performance, and training. A large body of evidence indicates that such practices are usually associated with increases in productivity (defined as output per worker), and also with a firm's long-term financial performance (Huselid, in press). However, it's also important to point out that these effects are most pronounced when such work practices are implemented *together as a system* (U.S. Department of Labor, 1993).
>
> In summary, I believe that when it comes to organization downsizing, I/O psychologists are already making substantial contributions at the operational level. Yet there is great opportunity to contribute at the strategic level with respect to decisions regarding the wisdom of downsizing or, if it is inevitable, its scope and impact. This is one area where the best defense is a good offense.

Wayne is also calling for a change in the dominant philosophy of how practitioners, managers and executives conceptualize and approach downsizing efforts in their organizations. But instead of just "focusing" on the psychological and cultural implications for those who remain, he advocates the exploration of more progressive human resource practices in order to enhance employee and organizational performance. He also calls for us to make a greater contribution at the strategic level of analysis before, during and

after downsizing efforts, where our knowledge and expertise should have the greatest impact.

Kim Cameron, professor of Organizational Behavior and Human Resource Management in the Graduate School of Business Administration at the University of Michigan, took an even more normative approach to the questions at hand. After providing some additional background material to "set the stage," he detailed his prescriptions for effective downsizing:

Background:

In general terms, downsizing refers to an organization's voluntary actions to reduce expenses. This is usually, but not exclusively, accomplished by shrinking the size of the workforce. However, downsizing is the term used to encompass a whole range of activities, from personnel layoffs and hiring freezes to consolidations and mergers of organizational units.

Research has shown that in a variety of types of organizations and with a variety of types of employees, downsizing has produced negative rather than positive results. For example, in our study of organizations in the automotive industry, we found the following negative outcomes to be associated with the effects of downsizing: (1) Increased centralization of decision making, (2) the adoption of a short-term, crisis mentality, (3) loss of innovativeness, (4) increased resistance to change, (5) decreased employee morale, commitment and loyalty, (6) the escalation of politicized special interest groups and political infighting; (7) risk-aversion and conservatism in decision making, (8) loss of trust among customers and employees, (9) increased interpersonal conflict, (10) restricted communication flows and less information sharing, (11) lack of teamwork, and (12) loss of accessible, forward-thinking, aggressive leaders.

Despite this track record, downsizing remains a strategy of choice for organizations faced with excess capacity, bloated employee ranks, sky-high costs, and declining efficiency. Most observers simply see no other choice available. One recent survey found, for example, that two-thirds of companies that downsize do it again a year later. Regarding the preferred role of I/O, OD and HRD practitioner and how that squares with practical experience; I have found that:

1. In my own research on several hundred organizations that have engaged in downsizing, about two-thirds did it poorly. That is, these companies were worse off at the end of the downsizing effort than at the beginning. HR professionals were not only unhelpful, they were often harmful. This is mainly because expectations were violated, commitments were not kept, human dignity was bruised, secrecy and politics predominated, and long-term scarring occurred in the firms.
2. The preferred role of the HR professional is to facilitate, maybe even

adopt ownership of, the accomplishment of the following 30 prescriptions for effective downsizing. These prescriptives have emerged from my own research over the last six or seven years and have been published. HR professionals must orient and coach the CEO and the top management team to adopt these perspectives. They are all compatible with the HR professional's espoused values.

Approach

1. Approach downsizing as a long-term strategy and a way of life rather than as a single program or target to be completed and abandoned.
2. Approach downsizing as an opportunity for improvement rather than as merely a reaction to a threat or crisis.
3. Approach the human resources in the organization as assets rather than as liabilities, and plan to invest in their development and ideas.

Involvement

4. Involve employees in identifying what needs to change through downsizing and in implementing those changes rather than driving downsizing from the top down.
5. Hold everyone accountable for downsizing goals rather than treating it as only top management's responsibility.
6. Involve customers and suppliers in designing and suggesting improvements in downsizing strategies rather than focusing entirely internally.

Leadership

7. Ensure that the leader(s) is visible, accessible, and interacting freely with those affected by the downsizing instead of succumbing to the temptation to avoid confrontation, pain, and discomfort associated with managing downsizing.
8. Associate downsizing with a clearly articulated vision of a desired future for the organization, not merely as an escape from the past.
9. Project positive energy and initiative from the leader(s) in order to motivate the workforce in a downsizing organization instead of adopting a defensive or paranoid perspective.

Communication

10. Ensure that everyone is fully informed of the purposes of downsizing, the strategies to be pursued, the costs involved, the time frame, and so on, rather than revealing only "need to know" information and keeping sensitive information at the top.
11. Overcommunicate as the downsizing process unfolds so that information is provided frequently, consistently, and honestly to all employees on the progress and processes

in downsizing rather than reporting only decisions and results or allowing rumors and ambiguity to flourish.

12. Generate on-going analyses and feedback from participants in the downsizing process rather than completing the process before an evaluation is done.

Preparation

13. Prepare for the downsizing before it is mandated or crucial for survival rather than waiting until time for advanced analysis is gone and a "ready-fire-aim" approach is required.
14. Identify the future mission of the organization, its core competencies, and an organizational structure that will most effectively accomplish the mission via the core competencies as the way to develop downsizing strategies, as opposed to formulating strategy based merely on headcount targets.
15. Establish targets, deadlines, and objectives for downsizing independent of the mandated downsizing goals from parent organizations in order to prepare the organization to view downsizing as an improvement strategy rather than as the cause of a loss of discretion.

Support

16. Provide equal attention to and support for those who stay in the organization and those who leave the organization rather than focusing all benefits on leavers.
17. Provide safety nets (adequate lead time, financial benefits, counseling, retraining, outplacement services, etc.) for those who leave the organization in order to smooth the transition to another position, rather than letting people go without the required severance pay and advanced notice.
18. Provide training, cross-training, and retraining in advance of downsizing in order to help individuals adapt to downsizing rather than relying merely on post hoc on-the-job training.

Cost Cutting

19. Institute a variety of cost-cutting activities (such as restricting overtime, providing leave without pay, eliminating redundancies) rather than limiting downsizing to headcount reductions.
20. Focus on attacking sources of fat in the organization that often go unnoticed and unmeasured, such as data fat (excess information), procedure fat (excess meetings), time fat (excess response time), and launch fat (excess new programs) rather than on cutting only the noticeable and measured features of the organization.

21. Map and analyze all processes in the organization to eliminate inefficiencies, redundancies, non-value-added steps and resources, and to redesign work, rather than assuming that old processes must be maintained.

Measurement

22. Measure speed and time use in the organization, not merely headcount, in looking for ways to downsize.
23. Develop specific measures of all activities and processes that directly relate to the key products and services provided by the organization in order to determine how improvements can be made, rather than measuring only outputs.
24. Assess the skills, experience, and relevant attributes of all human resources to help improve decision making regarding personnel and assignments when downsizing and restructuring occur.

Implementation

25. Implement a broad array of downsizing strategies, including redesign strategies and systemic strategies (e.g., culture change), instead of relying narrowly on headcount reduction strategies.
26. Administer downsizing equitably and fairly by ensuring that adverse impacts are not experienced unevenly by unempowered people (e.g., minorities, certain age groups) rather than implementing strategies based on power.
27. Provide opportunities for personal growth and development for individuals in the midst of downsizing rather than ignoring everything except profits and the financial bottom line.
28. Form cross-level and cross-functional teams to plan and implement downsizing with no required hand-offs, rather than implementing downsizing using only a chain of command.
29. Change the appraisal, reward, selection, development, and communication systems to reflect the new goals and objectives of the downsized organization rather than keeping those systems that reflect the old, larger organizational form.
30. Implement downsizing by beginning with small wins—i.e., changing things that can be changed quickly and easily—that, when celebrated, create inertia toward desired results rather than attacking downsizing as a large, complex, indivisible task.

Clearly there is considerable agreement among these researchers/practitioners regarding the current state of downsizing efforts in organizations and how we should work within the system to improve the process. Although Kim's prescriptions cover the organizational change gambit, from focusing on employee quality of worklife to business process improvement methodologies, several similarities with David and Wayne's comments are immediately apparent. These consist of the following points: (1) Downsizing must be viewed as a way of life, (2) it must be approached from a planful and strategic perspective rather than a reactive one, and (3) organizational systems and functions (including I/O, OD and HRD practices) must be adapted to support these changes in perspective. Without a change in focus, practitioners will be at best ineffective and at worst actual barriers to helping organizations move forward with their transition efforts.

While I was not surprised by the comments reflecting a need for practitioners to be more strategic and open to new ideas and practices in conjunction with downsizing efforts, I found it somewhat curious that all three contributors chose to accept the inevitability of the use of such strategies in contemporary organizations as a "way of life." Although Wayne and Kim both suggested the investigation of other alternatives to downsizing before taking action, the general tone of their comments was one of acceptance rather than resistance. Moreover, David actually provided us with a wake-up call for a new employee-employer paradigm that accepts fast and furious separation as a common occurrence. In short, they are all suggesting that we stop focusing on the *action* of downsizing itself and begin to work on making the implementation of the (inevitable) reduction effort better—i.e., less painful and dysfunctional—for all those involved.

Another thing that surprised me about the practitioners' comments is that not one chose to discuss the ethical component of our role in downsizing efforts. Even if we can make the experience better for those involved, I wonder whether or not we *should* be contributing to the process in the first place? If downsizing is officially classified as an effective "organizational change strategy" then, yes, our role is clear: As facilitators of organizational transformation and improvement we should be involved both strategically and tactically in all aspects of change management interventions; as experts in human resource development we should work to maintain an empowered and productive workforce; and, as researchers of human behavior we should study these events and try to understand what occurs and why.

But as psychologists who care about people and how they are treated, are there other battles that we are simply choosing not to fight or even consider? If downsizing is classified as a "management evil" (as is sometimes the connotation, particularly among those individuals being affected), do we have an ethical or moral imperative to try and curb its practice? What is our professional stance on the ethics of downsizing as a field? We know that the

use of downsizing strategies can yield short-term gains in the bottom line, and long-term damage to the culture, loyalty, morale and possibly even the productivity of the survivors. So should we condone (implicitly or explicitly) its usage as a commonplace method of organizational change or take a professional stand against its practice? Is it better to walk away and ignore the issue knowing that others will continue to engage in downsize efforts anyway, or should we try to help make the process more humane to those involved? These are tough questions for which there are no easy answers.

I would like to thank David, Wayne and Kim for their contributions to the present discussion. As always, send your comments, suggestions and ideas to W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY 10803, or use the phone (914) 738-0080 or fax (914) 738-1059 to reach me in person. Thanks for reading.

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Biographies

David M. Noer received his M.S. in Organizational Development from Pepperdine University and his Doctorate in Business Administration with a concentration in organizational behavior from George Washington University. He is currently Vice President, Training and Education, for the Center for Creative Leadership, and is responsible for all of the Center's training, education, and licensing activities Before joining CCL, he served as President and CEO of Control Data Business Advisors, a subsidiary of Control Data specializing in technology based human resource management counsulting. He has also held a number of senior level human resource positions in other organizations in the US, Europe, and Asia. Dr. Noer is the author of a wide range of articles and published research, and has written four books including his most recent title *Healing the wounds: Overcoming the trauma of layoffs and revitalizing downsized organizations* (Jossey-Bass, 1993).

Wayne F. Cascio received his Ph.D. in industrial and organizational psychology from the University of Rochester in 1973. Currently he is professor of management and director of international programs at the University of Colorado at Denver. He is a past president of the Human Resources Division of the Academy of Management, and the Society for Industrial and Organizational Psychology. He has consulted with firms in North America, Asia, Africa, Europe, New Zealand and Australia and has authored or edited five texts in human resource management. His research on staffing, training, performance appraisal, and the economic impact of human resource management activities has appeared in a number of scholarly journals.

Kim S. Cameron is professor of Organizational Behavior and Human Resource Management in the Graduate School of Business Administration and a past department chair. He also is Professor of Higher Education in the School of Education at the University of Michigan. He was

formerly on the business school faculty at the University of Wisconsin, and he organized and directed the Organizational Studies Division at the National Center for Higher Education Management Systems in Boulder, Colorado. Dr. Cameron received his B.S. and M.S. degrees from Brigham Young University and his M.A. and Ph.D. degrees from Yale University. His research on organizational effectiveness, the management of decline and organizational downsizing, and the development of management skills has been published in more than 50 articles and five books.

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Legal/Regulatory Scan, April '95
SIOP Professional Affairs Committee

James C. Sharf, Ph.D.
HRStrategies, Washington Office

Office of Federal Contract Compliance Programs

Contract compliance reviews under Executive Order 11246 in FY '94 numbered 4,179. Of these, 75% ended in conciliation agreements, with 5 debarments (*Daily Labor Report 223* (Nov. 22, 1994), AA-2). According to the *New York Times* (April 22, 1995): "With Federal affirmative action programs under increasing attack, the Clinton Administration is considering loosening rules governing how contractors on Federal projects report how many of their employees are women or members of minorities. Shirley Wilcher, head of the Office of Federal Contract Compliance, the agency in the Department of Labor that monitors the affirmative action programs of Federal contractors, said the intention was to streamline the complex and arcane regulations on how to measure progress in hiring and promoting women and members of minorities. The goal is to make the sex- and race-based preference programs more 'user friendly'. . . While relaxing some reporting rules, the department is also considering requiring contractors to provide more detailed data on salaries or employees in different job categories, as well as information on the rates of promotions and dismissals of women and minority employees. . . In a speech on the Senate floor last month, Senator Bob Dole of Kansas, the majority leader, said that if the executive order 'continues to be used and misused as a hammer to force contractors to adopt race-based hiring practices, then it, too, should be repealed'."

EEOC

According to *The Wall Street Journal* (April 20, 1995, B2): "The Equal Employment Opportunity voted to make sweeping changes in the way it handles discrimination complaints, deciding to stop its time-consuming practice of treating all cases equally. . .

Citing its backlog of more than 100,000 complaints, the commission voted to create a system that will divide all cases into three categories and sharply curtail investigations of complaints that appear to have little merit. . .

The commission voted to repeal its full investigation policy, in effect since 1983, which required the agency to examine fully every complaint. Under the new procedures, EEOC field offices will have more discretion, getting the authority to dismiss some complaints when they receive them - according to new guidelines now being developed. They will no longer have to write letters

explaining specifically why the case was dismissed - a lengthy process that sometimes created more confusion than it resolved. . .

The commission also repealed its full relief policy, replacing it with a more flexible system that allows employers to offer substantial or appropriate remedies for workers complaining of discrimination. . .

The number of EEOC cases has skyrocketed in recent years, in part because of the enactment of the Americans with Disabilities Act in 1991. Fewer than 64,000 workers filed discrimination complaints in fiscal 1991, compared with more than 95,000 people filing complaints in fiscal 1994. The average EEOC investigator now has a caseload of more than 120 complaints. The average complaint takes more than a year to handle."

Legislation

According to *The Wall Street Journal* ("Civil-Rights Groups Fear Fast Senate Step," April 22, 1995, B16):

"Civil-rights groups fear that, when the Senate takes up legislation to overhaul product-liability lawsuits. . .Republicans will try to attach proposals that will undermine most antidiscrimination suits. . .

They say they believe Sen. Hatch's proposal—which would affect all civil cases brought in federal courts, and many in state courts—would effectively make the cost and risk of bringing lawsuits for race, sex or age discrimination prohibitive to all but the wealthy. . .

Specifically, the Hatch bill would preclude punitive damages in all but the rarest circumstances, in part because it would require a plaintiff to prove that an employer or other defendant actually intended the discrimination or other misconduct to continue, or acted recklessly in not taking action to prevent it. . .

The Hatch bill also includes a 'loser pays' provision that would effectively reverse two Supreme Court decisions that require plaintiffs in discrimination cases to pay the defendant's attorney's fees only if the claim was found to be "frivolous or groundless.' The provision would require any winning plaintiff to pay the attorneys' fees of the defendant if the judgment at trial was even $1 less than a rejected settlement. . .Public-interest groups also fear that claims would be chilled by a provision calling for mandatory sanctions on lawyers who bring suits considered 'frivolous, groundless and vexacious.' Many discrimination suits could fall into that category, because the complaints tend to be general until plaintiffs are given access to employer records in pretrial fact-finding, the lawyers say."

According to *The Wall Street Journal* ("That's No White Male," March 27, 1995):

"As the war over affirmative action heats up, defenders of America's system of quotas and preferences are attempting to draft new foot soldiers: women. . .

Yet that 'giant,' it turns out, is already awake—and running in the opposite direction. Although polls show that affirmative action continues to be popular among blacks, its popularity among women is collapsing. A *Washington Post* poll released last week found that 69% of women (and 76% of men) oppose affirmative action for women. . .

In California, where voters will be asked to cast a ballot on an anti-affirmative-action measure in 1996, early polling suggests that women's support for the 'Civil Rights Initiative,' as it is called, is almost as strong as that of white males. . .Even a spokeswoman for NOW concedes that winning women's opposition to the measure will be an uphill battle. . .

(E)vidence shattering the Glass Ceiling Commission's perception of women's progress comes from *Newsweek:* One of the two studies the commission relied upon has been updated to show that women now hold 10% of the top executive position, up dramatically from 1.5% in the 1980s. In fact, in the nearly 30 years since affirmative action programs were introduced, women have done quite well. . .the earnings of women between the ages of 27 and 33 who don't take time out for child rearing are now 98% of men's."

WANTED

ETHICS CASES IN THE PRACTICE OF I/O PSYCHOLOGY

SIOP's Executive Committee is interested in having the SIOP Professional Affairs Committee assume responsibility for developing an updated Casebook of ethical issues that: (1) is directly relevant to the research and practice of industrial organizational psychologists, and (2) will bring it in line with APA's revised Ethical Principles and Code of Conduct, published in December 1992, *American Psychologist.*

SIOP members and their colleagues are requested to submit sample ethics cases for this revised casebook.

This casebook is being developed because many of the APA ethical principles and existing case materials have not directly addressed the complex issues relevant to the professional practice of I/O psychology. Cases submitted should include an appropriately disguised brief description of the behavior in question, the relevant APA ethical principle involved (if any), and information about the resolution of the case. Especially valuable are cases that represent ambiguous situations in which the ethical principles are confusing or difficult to apply. All cases should be specific to the practice of industrial and organizational psychology.

Send case materials or other correspondence as soon as possible to Rodney L. Lowman, Ph.D., The Development Laboratories, 6 Chelsea Place, Suite E, Houston, TX 77006.

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Practice Network

Thomas G. Baker

Micro Motion, Inc.

Practice Network is a forum for the discussion of practitioner ideas, opinions and issues. This column works because you get involved. I can always be reached at (303) 530-8143 and hope you find something of interest in this month's features.

Gray Panther is a Lion in Sheep's Clothing

Practice Network had a great follow-up conversation to April's chat with Mike **Campion** when *PN* spoke with **Paul Thayer**. Paul left LIMRA in 1977 and has been retired from NCSU for a few years, however, he has lost neither his interest nor his fervor for I-O psychology.

Given Paul's years of experience (SIOP President from 1976-77, Senior VP at LIMRA and Psychology department head at NCSU), he has gained a unique perspective about the value and role I-O psychologists play in the business world.

In regards to the downsizing I-O has endured in the corporate world, Paul feels, "If you have survived, you have survived with a smaller staff. It may be more difficult to address long-term issues now, when you are already working sixty hours per week," but a MAJOR lesson from this man is for the need of I-O psychologists to initiate and lead a company towards the appropriate long-range human resource goals. To be successful, we have got to find time to be proactive.

Paul would like all psychologists to become better at planning for the long-range needs of a company, becoming more able to anticipate what the company requires before it is in crisis mode. As he deduces, "If we come into organizations and let them set our agenda, when the organization runs out of ideas then. . . ." You get the picture.

Another lesson Paul has gleaned from his years of practice is the need for us to strike a balance between the short and long term goals we set for an organization. If we are scientists-practitioners, then let us be both do-er (practitioner) and thinker (scientist) for our organizations. "If everything we do for a company is short range, the company asks 'Why don't you do anything now?', but if everything is long range, the company asks 'What have you done for me lately?'" he remarks. The trick is to balance the immediate

needs of the organization with research into the longer term issues that others don't yet perceive.

Paul emphasizes, "None of this is easy. If we really believe in the good we can do, we cannot accept 'fate': We have to take destiny into our hands and do something for our organization. Downsizing is our problem today. The pioneers survived the Great Depression. Each generation has it's unique challenges with which it must cope."

In 1992, **Paul Thayer** presented an analysis of strategies that had contributed to the success of former SIOP presidents as I-O professionals.[1] His investigation was based on the biographies of ex-SIOP presidents.[2] Paul identified 13 strategies:

Strategies to Establish Credibility as an I-O Psychologist

1. Write and speak clearly and concisely.
2. Make it clear that you identify with your business and its problems and that you are more than a psychologist.
3. Learn the business you're in so you can communicate and understand the problems.
4. Develop connections to top management.
5. Find an angle to help sell a research approach.
6. Make the boss look good with material from your research for speeches at industry meetings.
7. Work on problems perceived by management to establish credibility, then push research.

Strategies to Establish and Maintain a Research Effort in an Applied Setting

1. Determine the organization's entire scope of work and be sure to cover everything. Combine this with both long and short term research projects.
2. Involve users from the onset.
3. Do "consumer research" to ensure services are acceptable, and use that information as the basis for improvement of service, and as the basis for selling research approach.
4. Plan for research in developing new programs.
5. Develop systematic data bases in each project that can be exploited in subsequent studies of other issues.
6. Take advantage of the times; Job analysis was needed during the depression and in WWII with the tight labor market.

Paul, thanks for sharing your thoughts with *Practice Network*!

Defining Disability

Call (202) 663-4900 to get yur red-hot copy of *Executive Summary: Compliance Manual Section 902. Definitions of the Term "Disability."* This is

a little ditty the EEOC released to provide guidance on the definition of the term 'disability' as defined by the ADA. Tell them *Practice Network* sent you and you'll get absolutely no discount.

Cross Cultural Assessments

Practice Network was pleased to catch up with busy international psychologist, **Fernando Mendez** (PDI, Minneapolis), to discuss his thoughts on executive assessment on an international scale.

Fernando likes to tell a story about the U.S. psychologist who visits the master of Zen Buddhism. The psychologist accepts a cup of tea from the master who begins pouring. As the tea approaches the lip of the cup the psychologist makes a polite hand signal indicating 'that's enough,' but the master continues pouring. Tea begins flowing out of the cup onto the table and floor. The psychologist finally exclaims, "Hey, it's overflowing already!" at which point the Buddhist master politely replies, "To receive my tea, you must first empty your cup." One difficulty with cross-cultural assessment is the existence of pre-conceived notions.

"I believe that when an American company goes to another country, it takes the organization's culture with it. But there is more to life than that company's subculture. Denying the existence of the larger culture which impacts the employee does a disservice to the company and to the person," he says.

Fernando has a three-part model of important aspects to succeed in cross cultural assessments:

1. The Context. You must first examine your own cultural assumptions. Become aware of the degree to which autonomy and achievement orientation, for example, are deeply imbedded in your American psyche. Secondly, you must learn the nuances of the other culture. Fernando says, "I don't think 'culture free' is the way to go. I think culturally relevant assessment is best."
2. The Content. This includes the competency model of the fully functional manager. To achieve success as a cross-culture manager will your assessee need to have skills in the same areas as in the first culture? Will the skills be defined the same way? What are the critical, cultural specific traits? Fernando's example of a cultural specific trait in Latin America is the interpersonal style he calls "simpatia." In Spanish, this word connotes a mixture of magnetism and charisma blended into a base of well developed social skills. Simpatia is culturally specific and, Fernando believes, very important to managerial success in certain Latin American managerial positions.

3. The Process. You should ask yourself what you need to consider in order to do a successful cross-cultural assessment? What selection devices are used in the second country? Do you prepare the assessee differently than you might in the U.S. (Fernando believes strongly "Yes"). The real bugaboo here is the issue of translation and equivalence of tests developed for the U.S. translated into foreign languages.

At the very least, a psychologist should have validation and normative studies indicating how a translated U.S. psychological test operates in a foreign land. Except for the MMPI though, very little validation work exists for American personality tests in foreign countries. Given this lack of pure validation work, "to say the least a lot of noise exists in the profiles you interpret . . . in subtle ways the level of difficulty or meanings of constructs can be changed . . . the test interpretations must be made against the setting in which the personality will be played out," Fernando cautions, noting the special challenges he has faced in doing cross-cultural assessments. Examples of how test items change meanings are numerous. The CPI has an item asking the assessee if 'everyone should vote,' although in Peru it is a criminal penalty not to cast a ballot. An analogies test can be made much more difficult depending on the choice of what's used in the analogies; top is to bottom as attic (or garret) is to basement.

The issue of cross-cultural assessment may come at you from any direction. Your company may ask you to help identify the right expatriate to take over a new operation in Latin America. Or you might be a part of a German, French, or Asian conglomerate looking to bring a manager to the U.S. Companies all over the world are on a fast track to the globalization of their business. Assessments are one way I-O psychologists will be involved. Thanks **Fernando Mendez** for giving your opinions on this subject to *Practice Network.*

Senate Bill to Abolish Damage Caps for Discrimination

A bill has been introduced in the U.S. Senate by Ted Kennedy with twenty co-sponsors that would abolish damage caps in cases of intentional employment discrimination. The proposed legislation, §.296, eliminates the section of the Civil Rights Act of 1991 that sets limitations on certain damages that can be awarded to each complaining party.

Under current law, the sum of the amount of compensatory damages for future pecuniary and nonpecuniary losses and punitive damages cannot exceed; (1) $50K for employers with 15 thru 100 employees, (2) $100K for employers with 101 thru 200 employees, (3) $200K for employers with 201 thru 500 employees and (4) $300K for employers with over 501 employees. This bill is currently (May 1995) smoldering in the Senate Committee on Labor and Human Resources and has every chance of dying a quiet death there.

Class Action Suit Filed V. Another Personality Test

A class action suit filed in October 1994 in San Francisco has been moved to U.S. District Court for the Northern District of California. The federal complaint claims that Burns International Security Services, a subsidiary of Borg-Warner Corporation, uses a preemployment personality test that discriminates against applicants on the basis of their political views and is in violation of the ADA.

The specific test at issue is the P.A.S.S. III Survey, which is alleged to evaluate and discriminate on the basis of an applicant's "alienation" from certain political views. Additionally, the complaint alleges the test is in violation of the ADA because it constitutes a "medical examination" and/or inquiry. Because the test was administered prior to an offer of employment, plaintiffs contend Borg-Warner violated the ADA provision prohibiting medical exams or inquiries regarding disabilities at the preemployment phase of the hiring process.

Dave Arnold and **Melanie K. St. Clair** will continue to monitor this issue and keep *Practice Network* informed.[3]

Change in the Wind for Affirmative Action Laws

Practice Network recently called on **Lance Seberhagen** (Seberhagen and Associates, Vienna, VA) to see what he thought about the winds swirling around the topic of affirmative action.

Congress and the White House are taking a very close look at federal requirements for affirmative action. Opinion polls show that the public is still strongly opposed to employment discrimination but is growing weary of affirmative action programs that rely on quotas and preferences. The debate over affirmative action could have ramifications for the *Uniform Guidelines on Employee Selection Procedures* and I-O psychology.

The modern era of affirmative action began with Executive Order 11246, established by LBJ in 1965. The Order requires federal contractors to take affirmative action to eliminate employment discrimination on the basis of race, color, sex, religion and national origin. The Order is enforced by the OFCCP which has issued controversial orders that require larger contractors to develop written affirmative actions plans and to make good faith efforts to eliminate "underrepresentation." Here are a few highlights of the recent debate: On 2/17/95 Bob Dole (R-KS) received a list of over 160 items related to the federal legal requirements for affirmative action; 2/24/95, President Clinton ordered a review of affirmative action programs to be completed by 3/24/95, at which time a blue ribbon commission was formed to further study

the issue. (TB: Blue ribbon commissions are convenient one to two year burial grounds.) On 3/3/95, Jesse Helms (R-NC) introduced legislation (§ 497) that would abolish all federally required affirmative action programs. On 3/6/95, Bob Dole asked Senate committees to conduct hearings on Executive Order 11246 and the parts of the Small Business Act which gives preferences to minority and female contractors, and, one week later, urged Clinton to revise quotes out of 11246. The Clinton commission has currently estimated it would save $60 million if the OFCCP were consolidated into the EEOC.

Affirmative action advocates fall into two competing camps:

1. Equal Employment. Also called the 'equal representation" camp. They feel that nondiscrimination exists when there is a proportional representation of all demographic groups in all jobs and all levels within each organization.
2. Equal Opportunity. Nondiscrimination exists when there is open recruitment, use of valid selection procedures and then selection of the best qualified candidates is made.

The plans that Congress and the White House have for affirmative action are still unclear at this writing, but Lance feels that the extent to which valid selection procedures are required under any revised federal laws and regulations on affirmative action could signal their intent. Increased emphasis on test validation, minus arbitrary quotas, could indicate a genuine concern for EEO. On the other hand, if the Feds throw out test validation along with arbitrary quotes, the intent could be to let employers do whatever they want, regardless of EEO.

In related matters . . . for the first time in memory, there was no EEO workshop at the SIOP conference this year. Lance confirmed the EEO front to have been relatively quiet since the Civil Rights of 1991, but said things were starting to heat up again: (1) in *EEOC v. Francis W. Parker School,* the U.S. Court of Appeals for the 7th District rule on 10/21/94 that "disparate impact" claims are not permitted under the Age Discrimination in Employment Act of 1967 and that plaintiffs must show intentional discrimination. This case is big because many age cases, particularly those involving layoffs, have relied upon a disparate impact approach. Intentional discrimination is much harder to prove. (2) The EEOC recently issued further guidance on the definition of 'disability' under the ADA. (TB: See "Defining Disability" elsewhere in *PN)* and (3) Congress is talking about moving the OFCCP from the Labor Department to the EEOC in hopes of saving money by consolidating functions.

An end-run around this whole business is Lance's increasing interest with finding ways to lower adverse impact while maintaining validity. This sounds like another *Practice Network* report brewing. Lance welcomes the opportunity to talk to other practitioners about techniques to avoid adverse impact. Contact him in the Virginian suburbs of our nation's capital at (703) 790-0796. Thanks Lance for updating *Practice Network.*

Under a Rock—Three More Practitioners Groups Found New England Society for Applied Psychologists (NESAP)

An informal group of mostly senior psychologists open to new blood. Over a dozen members strong! Two meetings per year in the Newton/Boston area. Twice yearly newsletter. Member and associate member status. Contact **Robert Berk** at (617) 965-9696.

Human Resource Planning Society (HRPS)

19-year-old national group for senior HR consultants, academics and Fortune 500 practitioners with 2,500 members. Focus is on HR planning, executive development and change management for U.S. companies. Sponsors research. Over a dozen seminars/workshops each year and one annual conference. Quarterly journal and newsletter. 15 local affiliates around the U.S. European HR Forum has 60 members. Contact **Dyllian Fenty**, Member Services coordinator, at (212) 490-6387.

Organization Development Network (ODN)

Prior base was Portland, now located in New Jersey with 2,500 members. Works closely with 29 regional ODN groups. Yearly national conference in the fall, special interest conference each spring. Excellent job line. Quarterly journal, *The OD Practitioner*. Contact **Richard A. Ungerer,** Executive Director of ODN at (201) 763-7337. Email: runge16469@aol.com.

Five Little Monkeys Jumping on the Bed . . .

. . . one fell off and bumped her head. Call *Practice Network* and *Practice Network* said, "You stop jumping and let's do a story instead!" Heh, when you have an 18-month-old and a newborn, you live in the land of fairy tales. (I personally believe the Old Woman Who Lived In a Shoe is a case study in organizational dynamics.) Maybe I'll call Byham and ask him how to hit the Mother Goose motherlode!!

Contact *Practice Network* by calling **Thomas G. Baker** in Boulder, Colorado at (303) 530-8143. FAX to (303) 530-8007. Internet mail to VTCJ69A@prodigy.com, or just stop by on your way out to Rocky Mountain National Park this summer!

Endnotes

1. Paper presented at the "I-O Psychology Practice Through Time Symposium" on August 15, 1992 at APA in Washington, D.C. Also see Paul's **TIP** article, *Autobiographies of Past Presidents of SIOP*, in **TIP**, April 1992, pages 42-50.
2. Calling all biographers! Be on the lookout for AWOL biographers **Frank Landy, Ed Fleishman, Dick Campbell** and **Milt Hakel**!
3. Dave, congrats on your appointment to the APA Committee on Legal Issues for the term 1995-1997. They would have been hard pressed to have chosen a better legal beaver! Melanie, congrats to you too on your admission to law school and thanks for all your hard work for *Practice Network*.

Manuscripts, news items or other submissions to **TIP** should be sent to:

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The Student Network

Greg E. Loviscky
Bryan C. Hayes
Old Dominion University

As the new co-editors of the Student Network, we would like to introduce our ideas for this column. We wish to continue pursuing the same goals as the "founding" student editor, Kerry Burgess, who started this column to address the needs and interests of graduate students. Special thanks to Kerry for the time and effort she put in to make this column a success. Despite the change in the student editors, the Student Network will continue to be a forum for graduate students to address issues relevant to students of I/O psychology.

The first step in this process is to re-establish the network of student representatives, which has not been updated since its conception two years ago. So, in April we sent a letter to all I/O program directors requesting that they each nominate a student to represent their program. If you are a student interested in writing an article for the Student Network, request to be your program's representative. By requesting one student representative per program, we are attempting to make manageable the task of matching students with similar interests to collaborate on future articles. If you would like to be your program's representative, please complete and submit the interest survey that we included with the letter sent to your program director.

The second step is for us to better define the population of I/O students served by this column. In order to gain pertinent information, we have assembled a brief survey. This survey contains sections regarding student demographics, work experience, educational background, and attitudes toward career plans, graduate program selection, and satisfaction with graduate training. Please help us by completing the survey on the attached response sheet. Thanks in advance for contributing your information and opinion, and look for the results later this year.

Student Member Survey
The Industrial/Organizational Psychologist

The Student Network exists to address the needs and concerns of I/O students across the country. The first step in accurately addressing the issues that face today's I/O students is to compile information about the student population. This questionnaire requests responses that will help us define this population, including your demographic, education, and professional experience information, as well as your attitudes regarding career aspirations

and graduate program experiences. Look for results in an upcoming issue of **TIP.**

Please record your responses on the appropriate lines:

1._____	2._____	3._____	4 _____	5._____	6._____
7._____	8. _____	9 _____	10._____	11._____	12._____
13._____	14._____	15_____	16._____	17._____	18._____
19._____	20._____	21._____	22._____	23._____	24._____
25._____	26._____	27._____	28._____	29._____	30._____
31._____	32._____	33._____	34._____	35._____	36._____
37._____	38._____	39._____	40._____	41._____	42._____
43._____	44._____	45._____	46._____	47._____	48._____
49._____	50._____	51._____	52._____	53._____	54._____
55._____	56 _____	57._____	58._____		

Comments/Suggestions:

_____

_____

_____

_____

Mail this response page to:

Department of Psychology
TIP: Bryan Hayes and Greg Loviscky
Old Dominion University
250 Mills Godwin Building
Norfolk, VA 23529

Demographic Information

1. Race/ethnic group:
   a. White
   b. African American/Black
   c. Hispanic
   d. Asian/Pacific Islander
   e. American Indian/Alaskan
   f. Other: _____

2. Sex:
   a. Male
   b. Female

3. Age: _____ years

Education

4. What is the most advanced degree that you hold?
   a. Bachelor's
   b. Master's
   c. Doctorate
   d. Not applicable

5. If you already have a degree, in what field is it from?
   a. Psychology
   b. Business
   c. Other: _____

6. Type of program currently enrolled:
   a. Undergraduate
   b. Master's
   c. Doctorate

7. Current year of graduate study: _____

8. Eventual degree sought:
   a. Bachelor's
   b. Master's
   c. Doctorate

9. What is the curriculum of the program in which you are currently enrolled?
   a. I/O Psychology
   b. Organizational Behavior
   c. General Psychology
   d. Labor and Industrial Relations
   e. Other _____

10. What is your choice of major/concentration in your graduate program?
    a. Personnel Psychology
    b. Organizational Psychology

c. Organizational Development
d. Human Factors
e. Other _____

11. How many students are enrolled in your graduate program? _____ students

12. What is the average number of graduate students supervised by each faculty member in your program? _____

Professional Experience

13. How many years of full-time work experience did you have prior to entering graduate school? _____ years

14. In what industry/profession did you work?
a. Sales
b. Finance
c. Manufacturing
d. Human Resources
e. Other _____

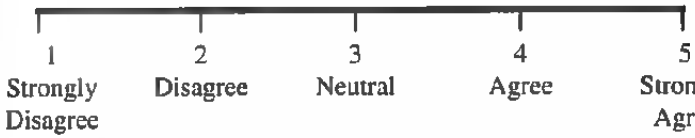
15. Have you contributed to a published article?
a. Yes
b. No

16. Have you given a presentation at a professional convention or workshop?
a. Yes
b. No

17. If you have been involved with an applied project as a result of enrollment in your current program, in what context did the work take place?
a. Practicum
b. Internship
c. Extracurricular
d. Other _____
e. Not applicable

18. Have you taught/instructed a class at the college level?
a. Yes
b. No

Please use the following scale to reflect your agreement with items 19 through 58.



Career Aspirations

Please rate your level of agreement with the following items regarding facets of career aspirations.

Following graduate school, I desire to:
19. _____ teach in a public institution
20. _____ teach in a private institution
21. _____ perform research
22. _____ work as an internal consultant
23. _____ work as an external consultant

Importance of factors affecting career choice:
24. _____ Nature of Work
25. _____ Job Market/Opportunities
26. _____ Job Security
27. _____ Salary Potential
28. _____ Lifestyle

Graduate School

Please rate your level of agreement that the following factors impacted your choice of graduate program.
29. _____ Specific Faculty Member(s)
30. _____ Similarity of Personal and Faculty Research Interests
31. _____ Program Curriculum/Courses
32. _____ Faculty Publishing Rate
33. _____ Program Reputation
34. _____ Available Funding
35. _____ Anticipated Applied Opportunities
36. _____ Social Climate of the Program
37. _____ Geographical Location
38. _____ Other Choices were Unavailable

Clearly there is considerable agreement among these researchers/practitioners regarding the current state of downsizing efforts in organizations and how we should work within the system to improve the process. Although Kim's prescriptions cover the organizational change gambit, from focusing on employee quality of worklife to business process improvement methodologies, several similarities with David and Wayne's comments are immediately apparent. These consist of the following points: (1) Downsizing must be viewed as a way of life, (2) it must be approached from a planful and strategic perspective rather than a reactive one, and (3) organizational systems and functions (including I/O, OD and HRD practices) must be adapted to support these changes in perspective. Without a change in focus, practitioners will be at best ineffective and at worst actual barriers to helping organizations move forward with their transition efforts.

While I was not surprised by the comments reflecting a need for practitioners to be more strategic and open to new ideas and practices in conjunction with downsizing efforts, I found it somewhat curious that all three contributors chose to accept the inevitability of the use of such strategies in contemporary organizations as a "way of life." Although Wayne and Kim both suggested the investigation of other alternatives to downsizing before taking action, the general tone of their comments was one of acceptance rather than resistance. Moreover, David actually provided us with a wake-up call for a new employee-employer paradigm that accepts fast and furious separation as a common occurrence. In short, they are all suggesting that we stop focusing on the *action* of downsizing itself and begin to work on making the implementation of the (inevitable) reduction effort better—i.e., less painful and dysfunctional—for all those involved.

Another thing that surprised me about the practitioners' comments is that not one chose to discuss the ethical component of our role in downsizing efforts. Even if we can make the experience better for those involved, I wonder whether or not we *should* be contributing to the process in the first place? If downsizing is officially classified as an effective "organizational change strategy" then, yes, our role is clear: As facilitators of organizational transformation and improvement we should be involved both strategically and tactically in all aspects of change management interventions; as experts in human resource development we should work to maintain an empowered and productive workforce; and, as researchers of human behavior we should study these events and try to understand what occurs and why.

But as psychologists who care about people and how they are treated, are there other battles that we are simply choosing not to fight or even consider? If downsizing is classified as a "management evil" (as is sometimes the connotation, particularly among those individuals being affected), do we have an ethical or moral imperative to try and curb its practice? What is our professional stance on the ethics of downsizing as a field? We know that the

use of downsizing strategies can yield short-term gains in the bottom line, and long-term damage to the culture, loyalty, morale and possibly even the productivity of the survivors. So should we condone (implicitly or explicitly) its usage as a commonplace method of organizational change or take a professional stand against its practice? Is it better to walk away and ignore the issue knowing that others will continue to engage in downsize efforts anyway, or should we try to help make the process more humane to those involved? These are tough questions for which there are no easy answers.

I would like to thank David, Wayne and Kim for their contributions to the present discussion. As always, send your comments, suggestions and ideas to W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY 10803, or use the phone (914) 738-0080 or fax (914) 738-1059 to reach me in person. Thanks for reading.

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Biographies

David M. Noer received his M.S. in Organizational Development from Pepperdine University and his Doctorate in Business Administration with a concentration in organizational behavior from George Washington University. He is currently Vice President, Training and Education, for the Center for Creative Leadership, and is responsible for all of the Center's training, education, and licensing activities. Before joining CCL, he served as President and CEO of Control Data Business Advisors, a subsidiary of Control Data specializing in technology based human resource management counsulting. He has also held a number of senior level human resource positions in other organizations in the US, Europe, and Asia. Dr. Noer is the author of a wide range of articles and published research, and has written four books including his most recent title *Healing the wounds: Overcoming the trauma of layoffs and revitalizing downsized organizations* (Jossey-Bass, 1993).

Wayne F. Cascio received his Ph.D. in industrial and organizational psychology from the University of Rochester in 1973. Currently he is professor of management and director of international programs at the University of Colorado at Denver. He is a past president of the Human Resources Division of the Academy of Management, and the Society for Industrial and Organizational Psychology. He has consulted with firms in North America, Asia, Africa, Europe, New Zealand and Australia and has authored or edited five texts in human resource management. His research on staffing, training, performance appraisal, and the economic impact of human resource management activities has appeared in a number of scholarly journals.

Kim S. Cameron is professor of Organizational Behavior and Human Resource Management in the Graduate School of Business Administration and a past department chair. He also is Professor of Higher Education in the School of Education at the University of Michigan. He was

formerly on the business school faculty at the University of Wisconsin, and he organized and directed the Organizational Studies Division at the National Center for Higher Education Management Systems in Boulder, Colorado. Dr. Cameron received his B S. and M.S. degrees from Brigham Young University and his M.A. and Ph.D. degrees from Yale University. His research on organizational effectiveness, the management of decline and organizational downsizing, and the development of management skills has been published in more than 50 articles and five books.

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Legal/Regulatory Scan, April '95
SIOP Professional Affairs Committee

James C. Sharf, Ph.D.
HRStrategies, Washington Office

Office of Federal Contract Compliance Programs

Contract compliance reviews under Executive Order 11246 in FY '94 numbered 4,179. Of these, 75% ended in conciliation agreements, with 5 debarments (*Daily Labor Report 223* (Nov. 22, 1994), AA-2). According to the *New York Times* (April 22, 1995): "With Federal affirmative action programs under increasing attack, the Clinton Administration is considering loosening rules governing how contractors on Federal projects report how many of their employees are women or members of minorities. Shirley Wilcher, head of the Office of Federal Contract Compliance, the agency in the Department of Labor that monitors the affirmative action programs of Federal contractors, said the intention was to streamline the complex and arcane regulations on how to measure progress in hiring and promoting women and members of minorities. The goal is to make the sex- and race-based preference programs more 'user friendly'. . . While relaxing some reporting rules, the department is also considering requiring contractors to provide more detailed data on salaries or employees in different job categories, as well as information on the rates of promotions and dismissals of women and minority employees. . . In a speech on the Senate floor last month, Senator Bob Dole of Kansas, the majority leader, said that if the executive order 'continues to be used and misused as a hammer to force contractors to adopt race-based hiring practices, then it, too, should be repealed'."

EEOC

According to *The Wall Street Journal* (April 20, 1995, B2): "The Equal Employment Opportunity voted to make sweeping changes in the way it handles discrimination complaints, deciding to stop its time-consuming practice of treating all cases equally. . .

Citing its backlog of more than 100,000 complaints, the commission voted to create a system that will divide all cases into three categories and sharply curtail investigations of complaints that appear to have little merit. . .

The commission voted to repeal its full investigation policy, in effect since 1983, which required the agency to examine fully every complaint. Under the new procedures, EEOC field offices will have more discretion, getting the authority to dismiss some complaints when they receive them - according to new guidelines now being developed. They will no longer have to write letters

explaining specifically why the case was dismissed - a lengthy process that sometimes created more confusion than it resolved. . .

The commission also repealed its full relief policy, replacing it with a more flexible system that allows employers to offer substantial or appropriate remedies for workers complaining of discrimination. . .

The number of EEOC cases has skyrocketed in recent years, in part because of the enactment of the Americans with Disabilities Act in 1991. Fewer than 64,000 workers filed discrimination complaints in fiscal 1991, compared with more than 95,000 people filing complaints in fiscal 1994. The average EEOC investigator now has a caseload of more than 120 complaints. The average complaint takes more than a year to handle."

Legislation

According to *The Wall Street Journal* ("Civil-Rights Groups Fear Fast Senate Step," April 22, 1995, B16):

"Civil-rights groups fear that, when the Senate takes up legislation to overhaul product-liability lawsuits. . .Republicans will try to attach proposals that will undermine most antidiscrimination suits. . .

They say they believe Sen. Hatch's proposal—which would affect all civil cases brought in federal courts, and many in state courts—would effectively make the cost and risk of bringing lawsuits for race, sex or age discrimination prohibitive to all but the wealthy. . .

Specifically, the Hatch bill would preclude punitive damages in all but the rarest circumstances, in part because it would require a plaintiff to prove that an employer or other defendant actually intended the discrimination or other misconduct to continue, or acted recklessly in not taking action to prevent it. . .

The Hatch bill also includes a 'loser pays' provision that would effectively reverse two Supreme Court decisions that require plaintiffs in discrimination cases to pay the defendant's attorney's fees only if the claim was found to be "frivolous or groundless.' The provision would require any winning plaintiff to pay the attorneys' fees of the defendant if the judgment at trial was even $1 less than a rejected settlement. . .Public-interest groups also fear that claims would be chilled by a provision calling for mandatory sanctions on lawyers who bring suits considered 'frivolous, groundless and vexacious.' Many discrimination suits could fall into that category, because the complaints tend to be general until plaintiffs are given access to employer records in pretrial fact-finding, the lawyers say."

According to *The Wall Street Journal* ("That's No White Male," March 27, 1995):

"As the war over affirmative action heats up, defenders of America's system of quotas and preferences are attempting to draft new foot soldiers: women. . .

Yet that 'giant,' it turns out, is already awake—and running in the opposite direction. Although polls show that affirmative action continues to be popular among blacks, its popularity among women is collapsing. A *Washington Post* poll released last week found that 69% of women (and 76% of men) oppose affirmative action for women. . .

In California, where voters will be asked to cast a ballot on an anti-affirmative-action measure in 1996, early polling suggests that women's support for the 'Civil Rights Initiative,' as it is called, is almost as strong as that of white males. . .Even a spokeswoman for NOW concedes that winning women's opposition to the measure will be an uphill battle. . .

(E)vidence shattering the Glass Ceiling Commission's perception of women's progress comes from *Newsweek:* One of the two studies the commission relied upon has been updated to show that women now hold 10% of the top executive position, up dramatically from 1.5% in the 1980s. In fact, in the nearly 30 years since affirmative action programs were introduced, women have done quite well. . .the earnings of women between the ages of 27 and 33 who don't take time out for child rearing are now 98% of men's."

WANTED

ETHICS CASES IN THE PRACTICE OF I/O PSYCHOLOGY

SIOP's Executive Committee is interested in having the SIOP Professional Affairs Committee assume responsibility for developing an updated Casebook of ethical issues that: (1) is directly relevant to the research and practice of industrial organizational psychologists, and (2) will bring it in line with APA's revised Ethical Principles and Code of Conduct, published in December 1992, *American Psychologist.*

SIOP members and their colleagues are requested to submit sample ethics cases for this revised casebook.

This casebook is being developed because many of the APA ethical principles and existing case materials have not directly addressed the complex issues relevant to the professional practice of I/O psychology. Cases submitted should include an appropriately disguised brief description of the behavior in question, the relevant APA ethical principle involved (if any), and information about the resolution of the case. Especially valuable are cases that represent ambiguous situations in which the ethical principles are confusing or difficult to apply. All cases should be specific to the practice of industrial and organizational psychology.

Send case materials or other correspondence as soon as possible to Rodney L. Lowman, Ph.D., The Development Laboratories, 6 Chelsea Place, Suite E, Houston, TX 77006.

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Practice Network

Thomas G. Baker

Micro Motion, Inc.

Practice Network is a forum for the discussion of practitioner ideas, opinions and issues. This column works because you get involved. I can always be reached at (303) 530-8143 and hope you find something of interest in this month's features.

Gray Panther is a Lion in Sheep's Clothing

Practice Network had a great follow-up conversation to April's chat with **Mike Campion** when *PN* spoke with **Paul Thayer**. Paul left LIMRA in 1977 and has been retired from NCSU for a few years, however, he has lost neither his interest nor his fervor for I-O psychology.

Given Paul's years of experience (SIOP President from 1976-77, Senior VP at LIMRA and Psychology department head at NCSU), he has gained a unique perspective about the value and role I-O psychologists play in the business world.

In regards to the downsizing I-O has endured in the corporate world, Paul feels, "If you have survived, you have survived with a smaller staff. It may be more difficult to address long-term issues now, when you are already working sixty hours per week," but a MAJOR lesson from this man is for the need of I-O psychologists to initiate and lead a company towards the appropriate long-range human resource goals. To be successful, we have got to find time to be proactive.

Paul would like all psychologists to become better at planning for the long-range needs of a company, becoming more able to anticipate what the company requires before it is in crisis mode. As he deduces, "If we come into organizations and let them set our agenda, when the organization runs out of ideas then. . . ." You get the picture.

Another lesson Paul has gleaned from his years of practice is the need for us to strike a balance between the short and long term goals we set for an organization. If we are scientists-practitioners, then let us be both do-er (practitioner) and thinker (scientist) for our organizations. "If everything we do for a company is short range, the company asks 'Why don't you do anything now?', but if everything is long range, the company asks 'What have you done for me lately?'" he remarks. The trick is to balance the immediate

needs of the organization with research into the longer term issues that others don't yet perceive.

Paul emphasizes, "None of this is easy. If we really believe in the good we can do, we cannot accept 'fate': We have to take destiny into our hands and do something for our organization. Downsizing is our problem today. The pioneers survived the Great Depression. Each generation has it's unique challenges with which it must cope."

In 1992, **Paul Thayer** presented an analysis of strategies that had contributed to the success of former SIOP presidents as I-O professionals.[1] His investigation was based on the biographies of ex-SIOP presidents.[2] Paul identified 13 strategies:

Strategies to Establish Credibility as an I-O Psychologist

1. Write and speak clearly and concisely.
2. Make it clear that you identify with your business and its problems and that you are more than a psychologist.
3. Learn the business you're in so you can communicate and understand the problems.
4. Develop connections to top management.
5. Find an angle to help sell a research approach.
6. Make the boss look good with material from your research for speeches at industry meetings.
7. Work on problems perceived by management to establish credibility, then push research.

Strategies to Establish and Maintain a Research Effort in an Applied Setting

1. Determine the organization's entire scope of work and be sure to cover everything. Combine this with both long and short term research projects.
2. Involve users from the onset.
3. Do "consumer research" to ensure services are acceptable, and use that information as the basis for improvement of service, and as the basis for selling research approach.
4. Plan for research in developing new programs.
5. Develop systematic data bases in each project that can be exploited in subsequent studies of other issues.
6. Take advantage of the times; Job analysis was needed during the depression and in WWII with the tight labor market.

Paul, thanks for sharing your thoughts with *Practice Network*!

Defining Disability

Call (202) 663-4900 to get yur red-hot copy of *Executive Summary: Compliance Manual Section 902. Definitions of the Term "Disability."* This is

a little ditty the EEOC released to provide guidance on the definition of the term 'disability' as defined by the ADA. Tell them *Practice Network* sent you and you'll get absolutely no discount.

Cross Cultural Assessments

Practice Network was pleased to catch up with busy international psychologist, **Fernando Mendez** (PDI, Minneapolis), to discuss his thoughts on executive assessment on an international scale.

Fernando likes to tell a story about the U.S. psychologist who visits the master of Zen Buddhism. The psychologist accepts a cup of tea from the master who begins pouring. As the tea approaches the lip of the cup the psychologist makes a polite hand signal indicating 'that's enough,' but the master continues pouring. Tea begins flowing out of the cup onto the table and floor. The psychologist finally exclaims, "Hey, it's overflowing already!" at which point the Buddhist master politely replies, "To receive my tea, you must first empty your cup." One difficulty with cross-cultural assessment is the existence of pre-conceived notions.

"I believe that when an American company goes to another country, it takes the organization's culture with it. But there is more to life than that company's subculture. Denying the existence of the larger culture which impacts the employee does a disservice to the company and to the person," he says.

Fernando has a three-part model of important aspects to succeed in cross cultural assessments:

1. The Context. You must first examine your own cultural assumptions. Become aware of the degree to which autonomy and achievement orientation, for example, are deeply imbedded in your American psyche. Secondly, you must learn the nuances of the other culture. Fernando says, "I don't think 'culture free' is the way to go. I think culturally relevant assessment is best."
2. The Content. This includes the competency model of the fully functional manager. To achieve success as a cross-culture manager will your assessee need to have skills in the same areas as in the first culture? Will the skills be defined the same way? What are the critical, cultural specific traits? Fernando's example of a cultural specific trait in Latin America is the interpersonal style he calls "simpatia." In Spanish, this word connotes a mixture of magnetism and charisma blended into a base of well developed social skills. Simpatia is culturally specific and, Fernando believes, very important to managerial success in certain Latin American managerial positions.

3. The Process. You should ask yourself what you need to consider in order to do a successful cross-cultural assessment? What selection devices are used in the second country? Do you prepare the assessee differently than you might in the U.S. (Fernando believes strongly "Yes"). The real bugaboo here is the issue of translation and equivalence of tests developed for the U.S. translated into foreign languages.

At the very least, a psychologist should have validation and normative studies indicating how a translated U.S. psychological test operates in a foreign land. Except for the MMPI though, very little validation work exists for American personality tests in foreign countries. Given this lack of pure validation work, "to say the least a lot of noise exists in the profiles you interpret . . . in subtle ways the level of difficulty or meanings of constructs can be changed . . . the test interpretations must be made against the setting in which the personality will be played out," Fernando cautions, noting the special challenges he has faced in doing cross-cultural assessments. Examples of how test items change meanings are numerous. The CPI has an item asking the assessee if 'everyone should vote,' although in Peru it is a criminal penalty not to cast a ballot. An analogies test can be made much more difficult depending on the choice of what's used in the analogies; top is to bottom as attic (or garret) is to basement.

The issue of cross-cultural assessment may come at you from any direction. Your company may ask you to help identify the right expatriate to take over a new operation in Latin America. Or you might be a part of a German, French, or Asian conglomerate looking to bring a manager to the U.S. Companies all over the world are on a fast track to the globalization of their business. Assessments are one way I-O psychologists will be involved. Thanks **Fernando Mendez** for giving your opinions on this subject to *Practice Network*.

Senate Bill to Abolish Damage Caps for Discrimination

A bill has been introduced in the U.S. Senate by Ted Kennedy with twenty co-sponsors that would abolish damage caps in cases of intentional employment discrimination. The proposed legislation, §.296, eliminates the section of the Civil Rights Act of 1991 that sets limitations on certain damages that can be awarded to each complaining party.

Under current law, the sum of the amount of compensatory damages for future pecuniary and nonpecuniary losses and punitive damages cannot exceed; (1) $50K for employers with 15 thru 100 employees, (2) $100K for employers with 101 thru 200 employees, (3) $200K for employers with 201 thru 500 employees and (4) $300K for employers with over 501 employees. This bill is currently (May 1995) smoldering in the Senate Committee on

Labor and Human Resources and has every chance of dying a quiet death there.

Class Action Suit Filed V. Another Personality Test

A class action suit filed in October 1994 in San Francisco has been moved to U.S. District Court for the Northern District of California. The federal complaint claims that Burns International Security Services, a subsidiary of Borg-Warner Corporation, uses a preemployment personality test that discriminates against applicants on the basis of their political views and is in violation of the ADA.

The specific test at issue is the P.A.S.S. III Survey, which is alleged to evaluate and discriminate on the basis of an applicant's "alienation" from certain political views. Additionally, the complaint alleges the test is in violation of the ADA because it constitutes a "medical examination" and/or inquiry. Because the test was administered prior to an offer of employment, plaintiffs contend Borg-Warner violated the ADA provision prohibiting medical exams or inquiries regarding disabilities at the preemployment phase of the hiring process.

Dave Arnold and **Melanie K. St. Clair** will continue to monitor this issue and keep *Practice Network* informed.[3]

Change in the Wind for Affirmative Action Laws

Practice Network recently called on **Lance Seberhagen** (Seberhagen and Associates, Vienna, VA) to see what he thought about the winds swirling around the topic of affirmative action.

Congress and the White House are taking a very close look at federal requirements for affirmative action. Opinion polls show that the public is still strongly opposed to employment discrimination but is growing weary of affirmative action programs that rely on quotas and preferences. The debate over affirmative action could have ramifications for the *Uniform Guidelines on Employee Selection Procedures* and I-O psychology.

The modern era of affirmative action began with Executive Order 11246, established by LBJ in 1965. The Order requires federal contractors to take affirmative action to eliminate employment discrimination on the basis of race, color, sex, religion and national origin. The Order is enforced by the OFCCP which has issued controversial orders that require larger contractors to develop written affirmative actions plans and to make good faith efforts to eliminate "underrepresentation." Here are a few highlights of the recent debate: On 2/17/95 Bob Dole (R-KS) received a list of over 160 items related to the federal legal requirements for affirmative action; 2/24/95, President Clinton ordered a review of affirmative action programs to be completed by 3/24/95, at which time a blue ribbon commission was formed to further study

the issue. (TB: Blue ribbon commissions are convenient one to two year burial grounds.) On 3/3/95, Jesse Helms (R-NC) introduced legislation (§ 497) that would abolish all federally required affirmative action programs. On 3/6/95, Bob Dole asked Senate committees to conduct hearings on Executive Order 11246 and the parts of the Small Business Act which gives preferences to minority and female contractors, and, one week later, urged Clinton to revise quotes out of 11246. The Clinton commission has currently estimated it would save $60 million if the OFCCP were consolidated into the EEOC.

Affirmative action advocates fall into two competing camps:

1. Equal Employment. Also called the 'equal representation" camp. They feel that nondiscrimination exists when there is a proportional representation of all demographic groups in all jobs and all levels within each organization.
2. Equal Opportunity. Nondiscrimination exists when there is open recruitment, use of valid selection procedures and then selection of the best qualified candidates is made.

The plans that Congress and the White House have for affirmative action are still unclear at this writing, but Lance feels that the extent to which valid selection procedures are required under any revised federal laws and regulations on affirmative action could signal their intent. Increased emphasis on test validation, minus arbitrary quotas, could indicate a genuine concern for EEO. On the other hand, if the Feds throw out test validation along with arbitrary quotes, the intent could be to let employers do whatever they want, regardless of EEO.

In related matters . . . for the first time in memory, there was no EEO workshop at the SIOP conference this year. Lance confirmed the EEO front to have been relatively quiet since the Civil Rights of 1991, but said things were starting to heat up again: (1) in *EEOC v. Francis W. Parker School*, the U.S. Court of Appeals for the 7th District rule on 10/21/94 that "disparate impact" claims are not permitted under the Age Discrimination in Employment Act of 1967 and that plaintiffs must show intentional discrimination. This case is big because many age cases, particularly those involving layoffs, have relied upon a disparate impact approach. Intentional discrimination is much harder to prove. (2) The EEOC recently issued further guidance on the definition of 'disability' under the ADA. (TB: See "Defining Disability" elsewhere in *PN)* and (3) Congress is talking about moving the OFCCP from the Labor Department to the EEOC in hopes of saving money by consolidating functions.

An end-run around this whole business is Lance's increasing interest with finding ways to lower adverse impact while maintaining validity. This sounds like another *Practice Network* report brewing. Lance welcomes the opportunity to talk to other practitioners about techniques to avoid adverse

impact. Contact him in the Virginian suburbs of our nation's capital at (703) 790-0796. Thanks Lance for updating *Practice Network.*

Under a Rock—Three More Practitioners Groups Found New England Society for Applied Psychologists (NESAP)

An informal group of mostly senior psychologists open to new blood. Over a dozen members strong! Two meetings per year in the Newton/Boston area. Twice yearly newsletter. Member and associate member status. Contact **Robert Berk** at (617) 965-9696.

Human Resource Planning Society (HRPS)

19-year-old national group for senior HR consultants, academics and Fortune 500 practitioners with 2,500 members. Focus is on HR planning, executive development and change management for U.S. companies. Sponsors research. Over a dozen seminars/workshops each year and one annual conference. Quarterly journal and newsletter. 15 local affiliates around the U.S. European HR Forum has 60 members. Contact **Dyllian Fenty**, Member Services coordinator, at (212) 490-6387.

Organization Development Network (ODN)

Prior base was Portland, now located in New Jersey with 2,500 members. Works closely with 29 regional ODN groups. Yearly national conference in the fall, special interest conference each spring. Excellent job line. Quarterly journal, *The OD Practitioner*. Contact **Richard A. Ungerer,** Executive Director of ODN at (201) 763-7337. Email: runge16469@aol.com.

Five Little Monkeys Jumping on the Bed . . .

. . . one fell off and bumped her head. Call *Practice Network* and *Practice Network* said, "You stop jumping and let's do a story instead!" Heh, when you have an 18-month-old and a newborn, you live in the land of fairy tales. (I personally believe the Old Woman Who Lived In a Shoe is a case study in organizational dynamics.) Maybe I'll call Byham and ask him how to hit the Mother Goose motherlode!!

Contact *Practice Network* by calling **Thomas G. Baker** in Boulder, Colorado at (303) 530-8143. FAX to (303) 530-8007. Internet mail to VTCJ69A@prodigy.com, or just stop by on your way out to Rocky Mountain National Park this summer!

Endnotes

1. Paper presented at the "I-O Psychology Practice Through Time Symposium" on August 15, 1992 at APA in Washington, D.C. Also see Paul's **TIP** article, *Autobiographies of Past Presidents of SIOP*, in **TIP**, April 1992, pages 42-50.
2. Calling all biographers! Be on the lookout for AWOL biographers **Frank Landy, Ed Fleishman, Dick Campbell** and **Milt Hakel**!
3. Dave, congrats on your appointment to the APA Committee on Legal Issues for the term 1995-1997. They would have been hard pressed to have chosen a better legal beaver! Melanie, congrats to you too on your admission to law school and thanks for all your hard work for *Practice Network*.

Manuscripts, news items or other submissions to **TIP** should be sent to:

Michael D. Coovert
Department of Psychology, BEH 339
University of South Florida
4202 E. Fowler Avenue
Tampa, FL 33620-8200

Phone: 813/974-0482
FAX: 813/974-4617
e-mail: coovert@luna.cas.usf.edu

The Student Network

Greg E. Loviscky
Bryan C. Hayes
Old Dominion University

As the new co-editors of the Student Network, we would like to introduce our ideas for this column. We wish to continue pursuing the same goals as the "founding" student editor, Kerry Burgess, who started this column to address the needs and interests of graduate students. Special thanks to Kerry for the time and effort she put in to make this column a success. Despite the change in the student editors, the Student Network will continue to be a forum for graduate students to address issues relevant to students of I/O psychology.

The first step in this process is to re-establish the network of student representatives, which has not been updated since its conception two years ago. So, in April we sent a letter to all I/O program directors requesting that they each nominate a student to represent their program. If you are a student interested in writing an article for the Student Network, request to be your program's representative. By requesting one student representative per program, we are attempting to make manageable the task of matching students with similar interests to collaborate on future articles. If you would like to be your program's representative, please complete and submit the interest survey that we included with the letter sent to your program director.

The second step is for us to better define the population of I/O students served by this column. In order to gain pertinent information, we have assembled a brief survey. This survey contains sections regarding student demographics, work experience, educational background, and attitudes toward career plans, graduate program selection, and satisfaction with graduate training. Please help us by completing the survey on the attached response sheet. Thanks in advance for contributing your information and opinion, and look for the results later this year.

Student Member Survey
The Industrial/Organizational Psychologist

The Student Network exists to address the needs and concerns of I/O students across the country. The first step in accurately addressing the issues that face today's I/O students is to compile information about the student population. This questionnaire requests responses that will help us define this population, including your demographic, education, and professional experience information, as well as your attitudes regarding career aspirations

and graduate program experiences. Look for results in an upcoming issue of **TIP.**

Please record your responses on the appropriate lines:

1._____	2._____	3._____	4 _____	5._____	6._____
7._____	8. _____	9 _____	10._____	11._____	12._____
13._____	14._____	15_____	16._____	17._____	18._____
19._____	20._____	21._____	22._____	23._____	24._____
25._____	26._____	27._____	28._____	29._____	30._____
31._____	32._____	33._____	34._____	35._____	36._____
37._____	38._____	39._____	40._____	41._____	42._____
43._____	44._____	45._____	46._____	47._____	48._____
49._____	50._____	51._____	52._____	53._____	54._____
55._____	56 _____	57._____	58._____		

Comments/Suggestions:

_____

_____

_____

_____

Mail this response page to:

Department of Psychology
TIP: Bryan Hayes and Greg Loviscky
Old Dominion University
250 Mills Godwin Building
Norfolk, VA 23529

Demographic Information

1. Race/ethnic group:
   a. White
   b. African American/Black
   c. Hispanic
   d. Asian/Pacific Islander
   e. American Indian/Alaskan
   f. Other: _____

2. Sex:
   a. Male
   b. Female

3. Age: _____ years

Education

4. What is the most advanced degree that you hold?
   a. Bachelor's
   b. Master's
   c. Doctorate
   d. Not applicable

5. If you already have a degree, in what field is it from?
   a. Psychology
   b. Business
   c. Other: _____

6. Type of program currently enrolled:
   a. Undergraduate
   b. Master's
   c. Doctorate

7. Current year of graduate study: _____

8. Eventual degree sought:
   a. Bachelor's
   b. Master's
   c. Doctorate

9. What is the curriculum of the program in which you are currently enrolled?
   a. I/O Psychology
   b. Organizational Behavior
   c. General Psychology
   d. Labor and Industrial Relations
   e. Other _____

10. What is your choice of major/concentration in your graduate program?
    a. Personnel Psychology
    b. Organizational Psychology

c. Organizational Development
d. Human Factors
e. Other _____

11. How many students are enrolled in your graduate program? _____ students

12. What is the average number of graduate students supervised by each faculty member in your program? _____

Professional Experience

13. How many years of full-time work experience did you have prior to entering graduate school? _____ years

14. In what industry/profession did you work?
a. Sales
b. Finance
c. Manufacturing
d. Human Resources
e. Other _____

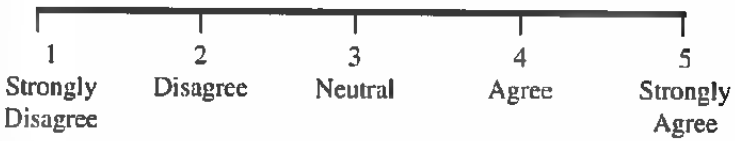
15. Have you contributed to a published article?
a. Yes
b. No

16. Have you given a presentation at a professional convention or workshop?
a. Yes
b. No

17. If you have been involved with an applied project as a result of enrollment in your current program, in what context did the work take place?
a. Practicum
b. Internship
c. Extracurricular
d. Other _____
e. Not applicable

18. Have you taught/instructed a class at the college level?
a. Yes
b. No

Please use the following scale to reflect your agreement with items 19 through 58.



Career Aspirations

Please rate your level of agreement with the following items regarding facets of career aspirations.

Following graduate school, I desire to:
19. _____ teach in a public institution
20. _____ teach in a private institution
21. _____ perform research
22. _____ work as an internal consultant
23. _____ work as an external consultant

Importance of factors affecting career choice:
24. _____ Nature of Work
25. _____ Job Market/Opportunities
26. _____ Job Security
27. _____ Salary Potential
28. _____ Lifestyle

Graduate School

Please rate your level of agreement that the following factors impacted your choice of graduate program.
29. _____ Specific Faculty Member(s)
30. _____ Similarity of Personal and Faculty Research Interests
31. _____ Program Curriculum/Courses
32. _____ Faculty Publishing Rate
33. _____ Program Reputation
34. _____ Available Funding
35. _____ Anticipated Applied Opportunities
36. _____ Social Climate of the Program
37. _____ Geographical Location
38. _____ Other Choices were Unavailable

Rate the degree to which you agree that the following items have been problems for you while in graduate school.

39. _____ Time Management Skills
40. _____ Ambiguity about Requirements, or How to Meet Requirements
41. _____ Difficulty of Work
42. _____ Quantity of Work
43. _____ Lack of adequate Social Support
44. _____ Role Conflicts
45. _____ Motivation
46. _____ Adequacy of Guidance/Supervision/Mentoring

Rate the extent you believe the following are important graduate school accomplishments for your long-term career success:

47. _____ Quantity of Publications
48. _____ Quality of Publications
49. _____ Applied Experience
50. _____ Teaching Experience

Since starting graduate school, my social life has:

51. _____ become virtually non-existent
52. _____ remained the same
53. _____ grown

Rate your agreement with the following items.

54. _____ In general, I am satisfied with my graduate school experience
55. _____ I was adequately socialized into my graduate program
56. _____ I have never contemplated quitting graduate school before obtaining my degree
57. _____ My undergraduate experience adequately prepared me for graduate school
58. _____ I would like to participate in an I/O psychology graduate student electronic bulletin board

Upcoming Conferences and Meetings

This list was prepared by **David Pollack.** If you would like to submit additional entries, please write **David Pollack** at the **U.S. Office of Personnel Management, 1900 E Street, NW, Room 6451, Washington, DC 20415, (or call (202) 606-1463, or FAX entries to (202) 606-1399).**

1995

July 14-16	Inaugural Australian Industrial and Organizational Psychology Conference. Contact: Prof. B. Hesketh, School of Behavioural Sciences, Macquarie University, NSW 2100, Australia.
July 22-26	Annual Conference of the American Society for Public Administration. San Antonio, TX. Contact: ASPA, (202) 393-7878.
July 24-29	15th O.D. World Congress. Katmandu, Nepal. Contact: Organizational Development Institute, (216) 461-4333.
Aug 4-9	Annual Meeting, Academy of Management. Vancouver, BC. Contact: AMA, (914) 923-2607.
Aug 11-15	Annual Convention of the American Psychological Association. New York, NY. Contact: APA, (202) 336-6020.
Aug 13-17	Annual Convention of the American Statistical Association. Orlando, FL. Contact: ASA, (703) 684-1221.
Sep 13-16	American Psychological Association's Interdisciplinary Conference on Occupational Stress and Health. Washington, DC. Contact: Lynn Letourneau, (202) 336-6124.
Oct 9-13	Annual Conference of the Human Factors Society. San Diego, CA. Contact: The Human Factors Society, (310) 394-1811.
Oct 31-Nov 5	Annual Convention of the American Evaluation Association. Vancouver, BC. Contact: AEA, (804) 225-2085.

1996

April 8-12	Annual Convention, American Educational Research Association. New York, NY. Contact: AERA, (202) 223-9485.

April 9-11	Annual Convention, National Council on Measurement in Education. New York, NY. Contact: NCME, (202) 223-9318.
April 25-28	Eleventh Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, (708) 640-0068.
May 21-24	First International Conference on Applied Ergonomics (ICAE). Istanbul, Turkey. Contact: ICAE Secretariat, Fax: +90-212-240-7260, Bitnet: isozok@tritu.bitnet.
June 2-6	Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, (703) 683-8100.
June 23-26	Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM, (703) 548-3440.
June 23-27	Annual Conference of the International Personnel Management Association Assessment Council. Boston, MA. Contact: IPMA, (703) 549-7100.
June 29-July 2	Annual Convention of the American Psychological Society. San Francisco, CA. Contact: APS, (202) 783-2077.

Make a Difference

If you want to make a difference in business, RHR International would like to talk to you. We are the leader in psychological consulting with senior management of the world's foremost companies. We are expanding in both domestic and international markets and are seeking doctoral-level, licensable psychologists for full-time, career positions.

We offer compensation related to performance, ongoing professional development, and the opportunity to share ownership of the company. Candidates must be self-motivated, be able to establish rapport with senior executives and apply psychological principles to the development of people and organizations.

RHR consultants come from a variety of backgrounds, including clinical, counseling, organizational, educational and social psychology. If you are motivated to help clients meet the broad challenges facing business today, send a cover letter and vita to:

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Calls & Announcements

Turnaround Specialists Offer Expertise Through Speaker's Bureau

Chicago, IL (May 4, 1995)—The international association of professional corporate turnaround management and restructuring experts announced today the formation of a speaker's bureau which will make available nationally recognized experts in the field of saving troubled and bankrupt companies to speak to corporations, financial institutions, professional firms, associations, universities and other business groups.

Richard Walters, of Hiram L. Pettyjohn Co., is the chair of the speaker's bureau. "The TMA is a tremendous source of practical experience and knowledge. Among our 1500 members I doubt there is a problem or a situation they have not faced, and successfully managed. As an organization dedicated to corporate renewal, we think it is important to offer the Association's expertise and experience to the many constituencies that are impacted by bankruptcy and corporate distress," he said.

The Turnaround Management Association (TMA), an international organization of corporate renewal professionals, comprises crisis managers, financial and operational turnaround consultants, workout and bankruptcy attorneys, accountants, commercial and investment bankers, venture capitalists, equity investors, appraisers, and auctioneers. Their combined expertise covers a wide range of areas, including preventing loan losses, renegotiating loans, regaining control of a company in financial crisis, surviving a liquidity crisis, reengineering, collecting from a bankrupt creditor, the role of a creditors' committee under the Bankruptcy Reform Act, and other issues.

Speaking opportunities will be matched with experts from the association who have the experience and/or credentials to address a specific topic, or speak from a particular perspective. Those interested in booking a TMA speaker should call **Rick Walters at (301) 590-8900, or Nancy Davis, executive director of the TMA, at (312) 857-7734.**

Center for Creative Leadership "Best Paper Award" for the Leadership Quarterly, 1994

Francis J. Yammarino, Senior Editor, *The Leadership Quarterly*
Walter W. Tornow, Vice President, Research & Publications,
Center for Creative Leadership

As part of the joint awards program between the Center for Creative Leadership (CCL) and *The Leadership Quarterly (LQ)*, an annual CCL "Best Paper Award" for articles published in *LQ* is presented. The award includes an appropriate citation, $1,000, and travel expenses to CCL for presentation of the award.

A two-stage process was used to determine the award winner. In stage one, all members of the *LQ* Editorial Board were asked to nominate full articles published in 1994 (Volume 5) of *LQ* for the award. Although self-nominations were welcome, none were received. Five articles received at least two independent nominations from board members. In stage two, all *LQ* Editorial Board members received a ballot that listed five nominated articles. Board members were asked to rank order all five articles from "best to last," and the results were tabulated.

We are pleased to announce the following award winners:

- Center for Creative Leadership "Best Paper Award" for *The Leadership Quarterly*, 1994 (Volume 5), is presented to Jerry C. Wofford of the University of Texas at Arlington and Vicki L. Goodwin of the University of North Texas for their article titled "A Cognitive Interpretation of Transactional and Transformational Leadership Theories" (Number 2, pp. 160-186).

Congratulations to the award winners!

SENIOR CONSULTANT OR PROJECT MANAGER: HRStrategies is an internationally known HR consulting firm that specializes in designing and implementing creative solutions to organizations' human resource and organizational transition needs. Its staff of over 190 includes 40 plus I/O psychologists and offers top-notch service to some of the most recognized and innovative organizations in the world. Our offices are located across the U.S. in Detroit, Houston, Los Angeles, New York, Pittsburgh, St. Louis, and Washington, DC. International offices are located in Vilnius, Lithuania and Moscow.

We are a rapidly growing firm in search of exceptional candidates who can become valuable contributors to our team. Project work includes the construction and implementation of selection and assessment systems, performance appraisal systems, career development programs, compensation programs, opinion surveys, and start-up consulting.

We seek experienced I/O psychologists with a proven track record of superior project management, statistical, presentation, oral and written communication skills. Send a full resume outlining related project experience to: **Ms. Marlene J. Frankfurth, Human Resources Manager, HRStrategies, Inc., P.O. Box 36778. Grosse Pointe, MI 48236.**

HUMAN RESOURCES RESEARCH INTERNS: Bell South Corporation, a leader in the telecommunications industry, is currently accepting applications for pre-doctoral industrial/organizational psychology internships. These positions provide an excellent opportunity to conduct applied research, develop human resource programs and gain insight into the environment of a major corporation while interacting with licensed I/O psychologists and human resources professionals. The internships are full-time and last six to twelve months, beginning in January or July. All positions are located in Atlanta, Georgia.

Qualified applicants will be enrolled in an I/O doctoral program and have completed a Master's degree or equivalent (admitted to doctoral candidacy). Applicants should possess strong research, analytical, interpersonal, and communications (both oral and written) skills. Experience in PC SAS or SPSS is desirable.

The deadline for completed applications is October 15 for internships beginning in January and April 15 for internships beginning in July. Qualified applicants are invited to submit a cover letter, resume, and two letters of recommendation to: **Hal Hendrick, Ph.D., BellSouth Corporation, Room 13E02, 1155 Peachtree St., N.E., Atlanta, GA 30309.**

HUMAN RESOURCES RESEARCH INTERNSHIP: SBC Communications, Inc. (formerly Southwestern Bell Corporation) is currently accepting applications for pre-doctoral I/O Psychology internships in Human Resources Research & Planning.

The internship program gives students with a solid I/O background an opportunity to apply their training in a corporate environment. Interns work with two I/O Psychologists, independently, and with other Human Resource professionals on applied research and selection process development. The internship is designed to allow students to be responsible for entire projects from beginning to end. We also emphasize the importance of students completing the work needed for their degree.

Qualified candidates should be advanced Ph.D. students (preferably 3rd or 4th year) in I/O psychology and should have completed a Master's degree or equivalent. Preference will be given to applicants with experience in job analysis, test development, and validation. Strong research, analytical, written and interpersonal communication skills are required. Experience in SAS is also desired.

These internships are full-time and last for six months, beginning in January or July. The deadline for completed applications is October 15 for the internship beginning in January, and April 15 for the internship beginning in July. Please send cover letter and resume to: **Anna Erickson, SBC Communications, Inc., 175 East Houston, Room 5-D-9, San Antonio, TX 78205.**

EMPLOYEE SELECTION INTERNSHIP OPPORTUNITIES: GTE Telephone Operations is seeking candidates for two Employee Selection internship positions to be located at GTE Telephone Operations Headquarters in Irving, TX and GTE Data Services in Tampa, FL. These positions will provide the opportunity to gain experience in a large organization and to become an active participant on a human resources team. The intern will assist test development professionals in planning and carrying out content and/or criterion-related test development and validation projects, writing technical reports, and participating in other related projects.

Candidates should be advanced Ph.D. students in I/O Psychology (3rd or 4th year) or have a Master's degree in I/O Psychology. Training or experience in job analysis and employment test development and validation (e.g., structured interviews, competency tests, skills test, etc.) is required, including knowledge of current legal issues in employment testing. A solid background in psychometrics and related statistical techniques is essential, and experience with SAS, SPSS, or a similar statistical package is highly desirable. Candidates must be able to cooperate in team efforts, have solid organizational skills, and have strong interpersonal and communication skills.

These internships are full-time positions starting January 1996 or July 1996 with a duration of 6 months. The application deadline is October 1st for internships beginning in January and April 1st for internships beginning in July. Interested individuals are invited to submit a resume, internship location preference, references, and a listing of relevant course work to: **Alberto J. Galue, Ph.D., GTE Telephone Operations, P.O. Box 152092, 700 Hidden Ridge, HQW01J38, Irving, TX 75015-2092.** We are an equal opportunity employer and support workforce diversity, M/F/D/V.

INDUSTRIAL PSYCHOLOGY INTERNSHIP: Bell Atlantic Corporation is currently accepting applications for full-time internship positions in its Selection Research Department. Bell Atlantic is a leader in the telecommunications industry and offers interns the opportunity to obtain experience working in a fast-paced corporate environment. Internships begin at various times of the year, depending on project requirements, and last from 6 to 12 months. All positions are located in Arlington, VA.

Bell Atlantic's Selection Research Department is responsible for developing, validating, and assisting with the implementation of selection systems throughout the Corporation. Other projects have involved work on performance appraisal, test preparation courses, and survey development. Interns work on all phases of projects from conceptualization to implementation.

Qualified candidates should possess a Master's degree in I/O psychology or be ABD. Strong research, statistical, interpersonal, and written and oral communication skills are critical. Experience with SPSS/PC is desirable.

Interested applicants should send a resume, graduate transcript, writing sample, and desired start date to: **Jill K. Wheeler, Bell Atlantic Corporation, 1310 N. Court House Road, Upper Lobby, Arlington, VA 22201.**

Personnel Decisions, Inc. (PDI), a premier human resources and management consulting firm, was founded 28 years ago. Having grown at rates of up to 30% per year, we have more than 175 consulting psychologists and offices in Minneapolis, Brussels, Chicago, Dallas, Detroit, Houston, London, New York, Paris, San Francisco, Tampa, Tokyo, and Washington, D.C., with offices soon to open in Boston and Denver. We are a highly professional team, on the leading edge of our profession, focused on providing

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PDI is an equal opportunity employer committed to employing a team of diverse professionals. Individuals from all cultural backgrounds are encouraged to apply.

CONSULTING PSYCHOLOGIST/MANAGEMENT CONSULTANT: Sperduto & Associates, Inc., an Atlanta-based consulting firm is seeking a doctoral level, Georgia licensable psychologist to join its growing practice. The firm provides a variety of consulting services to top management, including individual psychological assessment, management development, team building/development, and organizational analysis/design/development.

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Send resume and cover letter to: **Kay Loerch, Ph.D., SPERDUTO & ASSOCIATES, INC., 100 Peachtree Street, Suite 500, Atlanta, GA 30303.**

TULANE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, seeks candidates for a tenure-track **INDUSTRIAL/ORGANIZATIONAL** psychology position at the **ASSISTANT PROFESSOR** level, beginning in August 1996. The successful applicant will be expected to establish a strong research program in Industrial/Organizational psychology. We particularly seek candidates with interests in training and performance evaluation. Teaching responsibilities include undergraduate and graduate courses. Our faculty also work closely with doctoral students and faculty in the Organizational Behavior program of the Freeman School of Business. A letter of application, vita, reprints, and three letters of recommendation should be sent to: **Dr. Michael J. Burke, Chair I/O Search Committee, Department of Psychology, 2007 Stern Hall, Tulane University, New Orleans, LA 70118. Telephone: (504) 865-5331. FAX: (504) 862-8744.** Review of applications begins immediately and will continue until the position is filled. Tulane University is an Equal Opportunity/Affirmative Action Employer.

VISITING FACULTY POSITION. Tulane University is seeking a visiting professor or lecturer for the Spring semester of 1996. We would particularly like to hear from Industrial/Organizational psychologists who anticipate being on sabbatical leave for the Spring 1996 semester. (Note: Mardi Gras and Jazz Fest take place in the Spring). Send statement of interest and curriculum vita to: **Michael J. Burke, Department of Psychology, Tulane University, 2007 Stern Hall, New Orleans, LA 70118. Phone: (504)**

865-5331. FAX: (504) 862-8744. Tulane University is an Equal Opportunity/Affirmative Action Employer.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGISTS: Linkage is an organizational development and corporate education consulting company. We are a multi-disciplined team of practitioners working with our clients to develop and implement practical tools, programs, and systems that enhance the performance of their people and work processes.

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Please send resume to: **H.R. Director, Linkage, Inc., 110 Hartwell Avenue, Lexington, MA 02173. Or FAX to: 617-862-2355.**

I/O PSYCHOLOGIST: The Department of Psychology at Bowling Green State University announces one or two openings (any rank) beginning August 15, 1996. Candidates should have a Ph.D. degree in I/O psychology; area of specialization is open. Candidates for this position should have a strong measurement background and an established research and publication record or demonstrated potential for establishing a research program. Responsibilities include teaching graduate and undergraduate courses in I/O psychology and supervising master's and doctoral level students. Our 34 member department (six I/O psychologists) offers numerous opportunities for cross-specialization collaboration, and teaching and research facilities are excellent. Applications for this position will remain open until the position is filled. To ensure fullest consideration, please send complete vita, reprints, three letters of reference, and statement of research and teaching interests by October 15, 1995 to **Dr. Ann Marie Ryan, Department of Psychology, Bowling Green State University, Bowling Green, OH 43403.** BGSU is an Affirmative Action, Equal Employment Opportunity Employer.

Work, Stress, And Health '95: Creating Healthier Workplaces September 14-16, 1995

(Continuing Education Workshops: September 13, 1995)

The American Psychological Association, in collaboration with the National Institute for Occupational Safety and Health, the U.S. Office of Personnel Management, and the Occupational Safety and Health Administration (DOL), will convene the third interdisciplinary conference on occupational stress and health. The conference, *WORK, STRESS, AND HEALTH '95: CREATING HEALTHIER WORKPLACES*, will be held at the Hyatt Regency Washington Hotel in Washington D.C. on September 14-16, 1995, with Continuing Education Workshops held on September 13, 1995.

Major Themes Include:

* *Stress, Health, and the Changing Nature of Work and Organizations* with special emphasis on organizational restructuring, realignment, downsizing and the impact on individuals, families, and the workforce.

* *Social and Enviromental Equity in the Workplace* with special emphasis on the contingent workforce, child labor, issues of diversity and the changing workforce, and lifestyle and privacy issues.

* *Workplace Violence* including job stress risk factors; prevalence; effects on workers, families, and organizations; prevention practices, and policies.

* *Health Effects, Policy, Prevention, and Intervention* including job stress intervention strategies; healthcare costs of stress; international policies, legislation and standards; and evaluation methods.

Requests for registration and information to: Lynn A. Letourneau, Occupational Health Conference, American Psychological Association, 750 First Street, N.E. Washington D.C. 20002-4242. Tel: 202-336-6124. Fax: 202-336-6117. Advance Registration $250.00; Late/On-Site Registration $295.00; Student Registration $100.00.

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The Industrial-Organizational Psychologist (TIP) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to more than 3500 Society members; the Society's **Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4600 copies per issue.

Advertising may be purchased in **TIP** and the **Annual Convention Program** in units as large as two pages and as small as a half-page spread. In addition, **"Position Available"** ads can be obtained in **TIP** at a charge of $75.00 for less than 200 words, and $90 for less than 300 words. For information or placement of ads, contact: **SIOP Administrative Office, 745 Haskins Rd., Suite A, P.O. Box 87, Bowling Green, OH 43402.**

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TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The **Annual Convention Program** is published in March. The closing date is January 15th.

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